

DOCUMENT RESUME

ED 359 606

EA 025 021

TITLE Every Floridian's Guide to School Improvement and Educational Accountability. Creating Schools for Florida's Future.

INSTITUTION Florida State Dept. of Education, Tallahassee.

PUB DATE [91]

NOTE 102p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS *Accountability; *Educational Assessment; Educational Change; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Excellence in Education; *Performance; *State Standards

IDENTIFIERS *Florida

ABSTRACT

Florida's School Improvement and Educational Accountability program is described in this guidebook. Part 1 explains the what, why, and how of the plan, which seeks to improve student performance by defining expectations and outcomes. Chapters provide information on the following: social and demographic changes in the state; the Education Commissioner's vision for change; a summary of the plan's key points; the history of the accountability movement; elements of the school-improvement process; an overview of Florida education legislation; a comparison of national, state, and regional education goals, and a timetable for implementation. Part 2 presents stakeholders' guides, which list benefits for each stakeholder and describe ways to become involved. Guides are provided for teachers, parents, students, principals, school and district support staff, school board members, superintendents, business people, postsecondary educators, the health and social-service community, the law-enforcement community, city and county government leaders, community leaders, and Department of Education staff. A glossary and 17 annotated references are included. (LMI)

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CREATING SCHOOLS FOR FLORIDA'S FUTURE

Every Floridian's Guide to School Improvement and Educational Accountability

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The Bottom Line: Improving Student Performance

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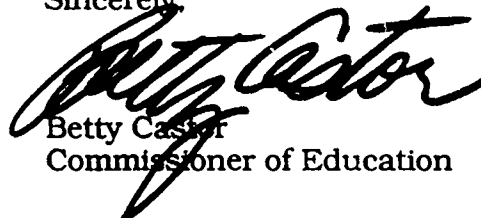
Dear Floridian:

Florida education is undergoing the most dramatic change in its history, and all of us have an opportunity to be part of it. Where previous reform efforts have primarily involved only educators, our School Improvement and Educational Accountability effort depends on *every* Floridian's participation. There is an unprecedented opportunity for *everyone* to play a role.

For those who would like to know more about School Improvement and Educational Accountability in Florida before committing themselves to the effort, it is my hope that this guide will be informative. The guide is designed not only to explain more about this reform movement but to suggest ways in which you might become involved.

Once you have decided to join the team of Floridians working to create schools for our state's future, please know that you have my gratitude. I very much look forward to your support.

Sincerely,



Betty Castor
Commissioner of Education

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Introduction: How to Use This Guide

On May 8, 1991, the Florida Legislature passed the School Improvement and Educational Accountability legislation (also known as "Blueprint 2000"), which is destined to shape dramatic changes in Florida education for years to come. The purpose of this guide is to explain that legislation to all Floridians and suggest ways they may become involved in creating schools for Florida's future.

The guide is divided into two parts. **Part I** explains what Florida's School Improvement and Educational Accountability effort is all about-- why, what, and how. Readers will learn from Part I that a great deal is at stake in this reform movement -- no less than Florida's future. Because all Floridians have a stake in improving our schools, **Part II** serves as a guide to how each "stakeholder" will benefit and what each of us can do to help bring about school improvement.

In **Part I**, readers will learn about the social and demographic challenges that make change so urgent (**Why Change Is Needed**, page 5). Next, Florida Education Commissioner Betty Castor's vision of the shape this change will take is offered (**Selected Excerpts from Commissioner Castor's Remarks on School Improvement and Educational Accountability**, page 27). Readers are provided with a quick glimpse of those things of which they can expect less under School Improvement and Educational Accountability and those things of which they can expect more (**Less and More**, page 31). The key points of School Improvement and Educational Accountability are then summarized (**Summary of Florida's System of School Improvement and Educational Accountability**, page 33, and **Fact Sheet**, page 34). Following is an article that explains the history of the accountability movement and traces the evolution of the current legislation ("**Blue Ribbons to Blueprints: Florida's Vision for the Year 2000**," page 37). Next, the critical elements in the school-improvement process are outlined (**Guidelines for School Improvement**, page 43). Confused at this point? Perhaps **Questions and Answers about School Improvement and Educational Accountability**, page 49, will enlighten you. The next section offers an overview of the School Improvement and Educational Accountability legislation (**Overview of School Improvement and Educational Accountability Legislation**, page 53), followed by highlights of legislation (**Highlights of School Improvement and Educational Accountability Legislation**, page 55). A chart compares **National, State, and Regional Education Goals** beginning on page 59. The **Timetable for School Improvement and Educational Accountability** appears on page 62. Those wishing to read more about School Improvement and Educational Accountability will find a number of resources in the **Selected Bibliography** on page 63. A **glossary** explains many of the terms connected with School Improvement and Educational Accountability on page 69.

In **Part II**, one page is devoted to each "stakeholder" in Florida education. The front of each page lists ways in which that stakeholder will benefit from School Improvement and Educational Accountability. The flip side explains ways in which each stakeholder can become involved in School Improvement and Educational Accountability. Stakeholders include: **teachers** (page 71), **parents** (page 73), **students** (page 75), **principals** (page 77), **school and district support staff** (page 79), **school-board members** (page 81), **superintendents** (page 83), **business people** (page 85), **postsecondary educators** (page 87), **health/social-service community** (page 89), **law-enforcement community** (page 91), **city and county government leaders** (page 93), **community leaders** (page 95), and **Department of Education staff** (page 97).

If, after reviewing this guide, you have further questions about School Improvement and Educational Accountability, please call the School-Improvement Hotline at 904/487-8783.

Editor: Katharine Hansen • Assistant Editor Marcia J. Welch

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Part I Florida's System of School Improvement and Educational Accountability: Why, What, and How

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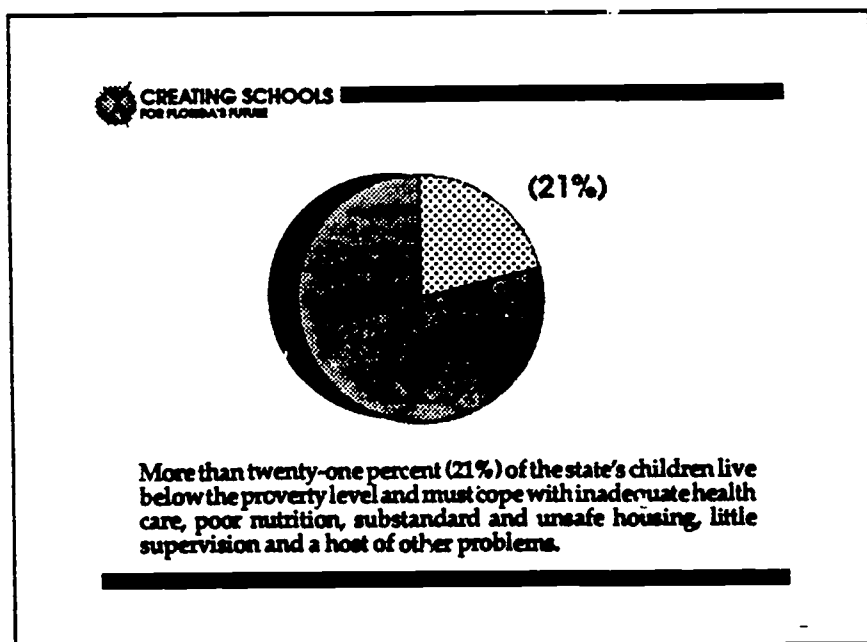
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Why change is needed

Dramatic changes are under way in Florida's educational system. These changes are needed because our schools face unprecedented challenges in several volatile areas. And, at a time when our entire society is struggling to cope with massive technological change, worldwide political upheaval, and a diverse array of economic and social issues, the public is looking to our schools to lead the way into the 21st Century.

STUDENTS

Our school-age population has changed drastically. Florida schools are expected to educate a group of children who are poorer, more ethnically and linguistically diverse, and who have more handicaps than have any group of students in the past.



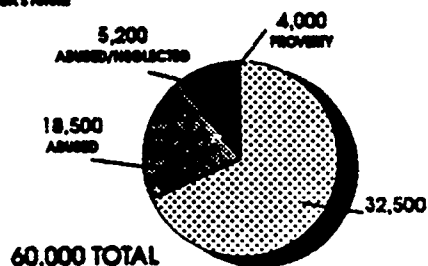
More than 21 percent of the state's children live below the poverty level and must cope with inadequate health care, poor nutrition, substandard and unsafe housing, little supervision and a host of other problems. Of the 60,000 new children added to Florida in 1987, 18,500 were categorized as living in poverty; 5,200 were abused or neglected; and 4,000 were handicapped.

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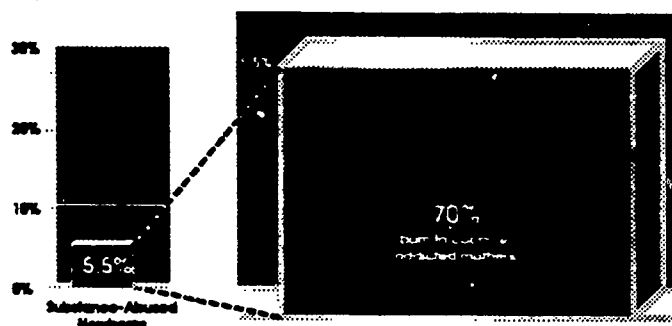


More than twenty-one percent (21%) of the state's children live below the poverty level and must cope with inadequate health care, poor nutrition, substandard and unsafe housing, little supervision and a host of other problems. Of the 60,000 new children added to Florida in 1987, 18,500 were categorized as living in poverty, 5,200 were abused or neglected, and 4,000 were handicapped.

An estimated 5.5 percent of children born in Florida in Fiscal Year 199-89 (some 10,425 babies) were substance-abused newborns. Seventy percent of those babies were born to cocaine-addicted mothers. Many of these children have strikingly short attention spans, poor coordination, and other physical problems, including drug addiction. Many, if not most, will need specialized educational intervention and individualized instruction. Both will be costly. Some experts say, for example, that a teacher-student ratio of 1:4 is an absolute necessity for appropriate educational intervention for these drug-affected children.



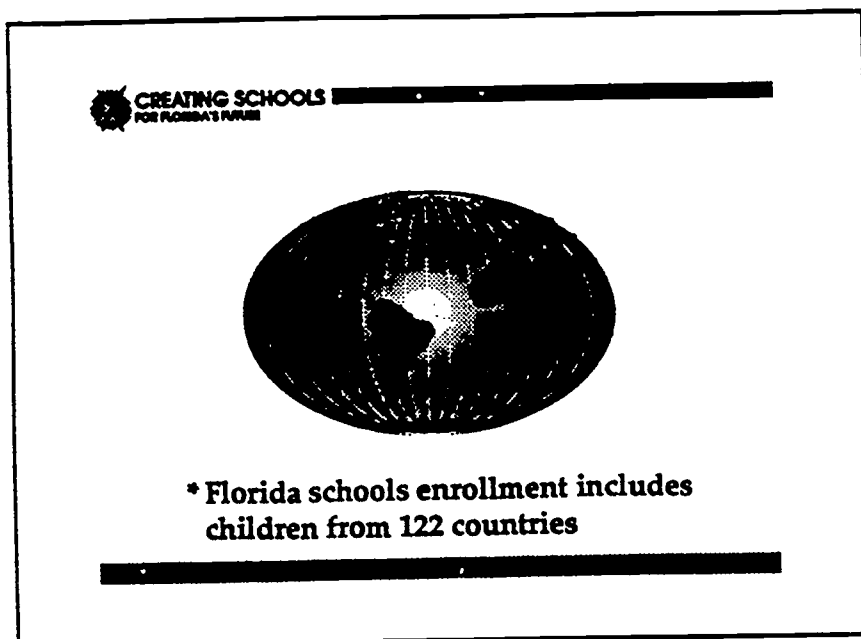
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An estimated 5.5 percent of children born in Florida in FY 88/89 (some 10,425 babies) were substance-abused newborns. Seventy percent (70%) of those babies were born to cocaine-addicted mothers.

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Florida schools have enrollment that includes children from 184 countries, many of whom speak little or no English. Many children and teenagers from other, poorer countries, have never been enrolled in school before or have experienced an interruption of several years in their education. Still others are part of migrant families, making continuity of education difficult at best.

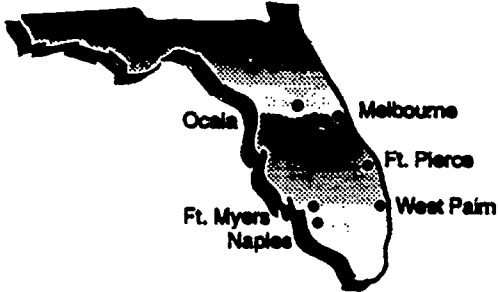
GROWTH

The population growth in Florida in the last decade has been staggering and has brought with it an equally staggering number of growth-related challenges, including serious problems with unemployment, the environment, transportation, health care, and other social services.

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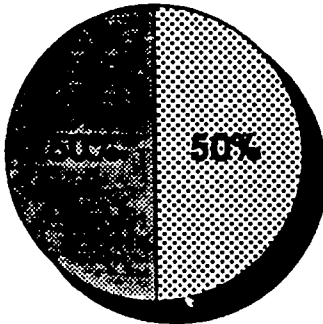


Six of the eleven fastest growing areas in the U.S. were in Florida.

Naples 29%	Ft. Myers - Cape Coral 23%
Ocala 27%	Melbourne - Titusville 21%
Ft. Pierce 26%	West Palm, Boca Raton, Delray 20%

In the first half of the 1980s, six of the 11 fastest growing areas in United States were in Florida.

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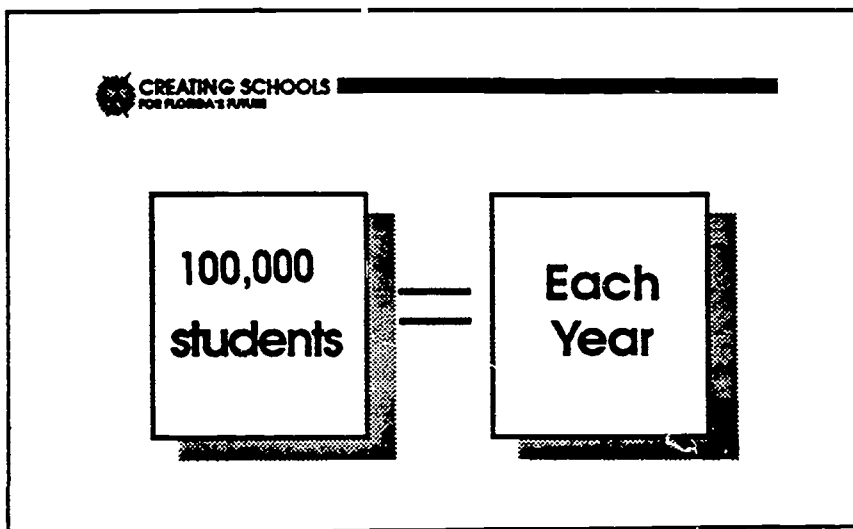


Half of all high school students nationally use illicit drugs

In the last decade, half of all the growth in the United States has taken place in three states: Texas, California, and Florida.

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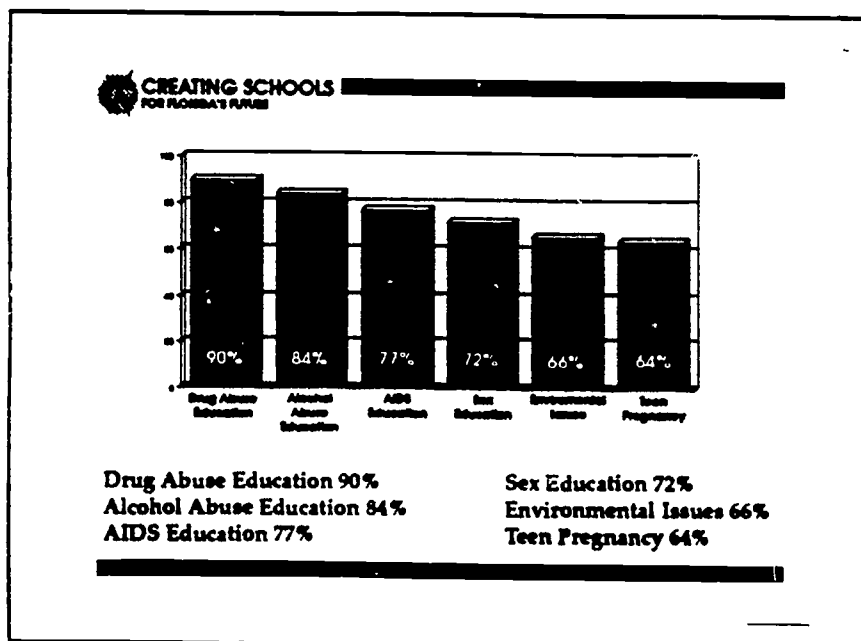
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Florida schools face increasing challenges in terms of continued expansion of school enrollments, with an estimated 100,000 new students each year.

SOCIETY

Societal problem affect education programs and practice. Florida schools are expected to cope successfully with a number of societal problems that have little to do with acquiring a good education.

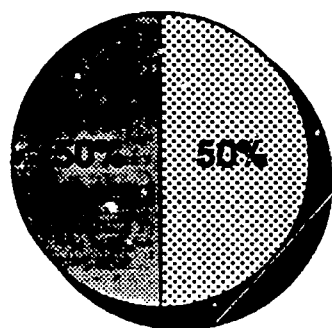


For example, a recent Gallup Poll revealed that the public's list of subjects that should be required continues to grow and now included drug-abuse education (90 percent of respondents); alcohol-abuse education (84 percent); AIDS education (77 percent); sex education (72 percent); environmental issues (66 percent); and teen pregnancy (64 percent). America's drug war has, in addition, become a pitched battle in our public schools.

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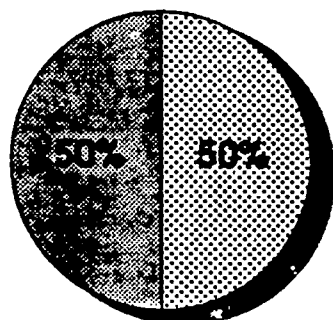
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**Half of all high school students nationally
use illicit drugs**

**In 1989, about half of
all high-school
students reported
using illicit drugs at
some time.**

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**More than half of the 11th and 12th graders surveyed
said drugs could be readily obtained in school.**

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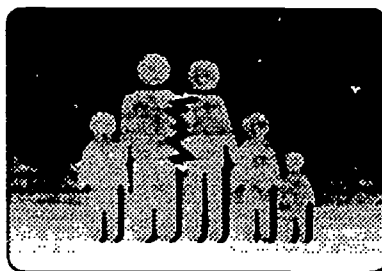
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- 33 beers a week
- 24 glasses of wine
- 24 shots of liquor
- 10.6 million students drink.
- 8 million weekly
- 5.4 million binge on occasion
- Half a million weekly binge

More than half, or 10.6 million, of the students in the nation's junior and senior high schools are drinkers. Of those who drink, 8 million consume alcohol weekly; 5.4 million have binged on occasion; and nearly half a million go on a weekly binge, guzzling five or more drinks in a row. Some drink as many as 33 beers a week, a dozen wine coolers, 24 glasses of wine, or 24 shots of liquor.



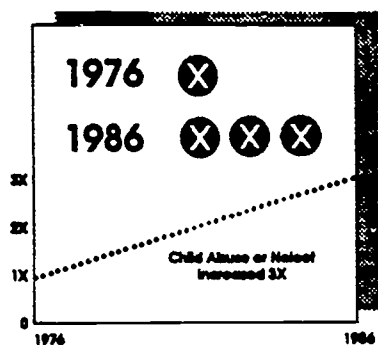
The formerly "typical family" - a married couple with children - declined

While every kind of "atypical" family increased in numbers during the last decade, the formerly "typical" family -- a married couple with children -- declined. The result: almost half of America's youth -- but a large majority of black youth -- will spend some years being reared by single parents, with lower incomes and less supervision than before.

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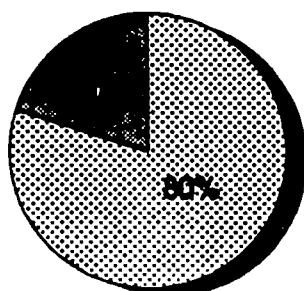
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Report of child abuse or neglect tripled from 1976-1986

Reports of child abuse or neglect tripled from 1976-1986.

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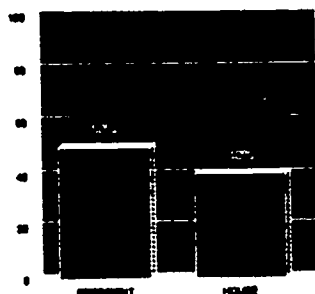
Florida ranks first in crime rate per 100,000, more than eighty percent (80%) high school dropouts

Our crime, assault and murder rates are higher than any other developed country. Of all the states, Florida ranks first in crime rate per 100,000 people. Not surprisingly, statistics on prisoners indicate that more than 80 percent are high-school dropouts.

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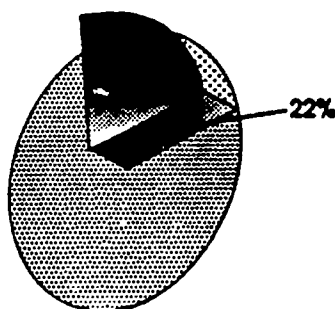
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* In recent national elections, only about fifty percent (50%) of the persons of voting age cast votes to elect the President and less than forty percent (40%) cast votes for members of the House of Representatives. Florida ranked 43rd in the states in the number of eligible voters who cast their ballots.

In recent national elections, only about 50 percent of the persons of voting age cast votes to elect the President, and less than 40 percent cast votes for the House of Representatives. Florida ranked 43rd in the states in the number of eligible voters who cast their ballots.

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Florida ranks 4th in the nation in out-of-wedlock births. Twenty two percent (22%) of all children born in Florida are born out of wedlock.

Florida ranks fourth in the nation in births to unmarried women. Twenty-two percent of all children born in Florida are born to unmarried women.

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WORLD COMPLEXITY

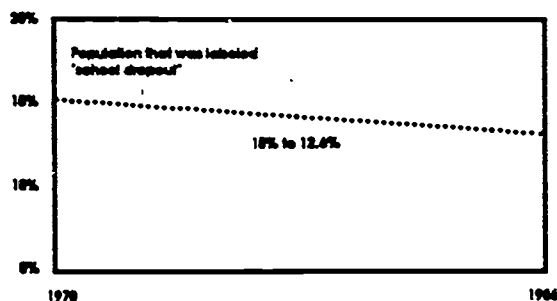
Florida schools are expected to prepare students for the future that hasn't yet been invented in a world that is changing constantly and rapidly. The emergence of an information society, accelerated by an explosion of technological innovation, has rendered the accepted and previously successful curriculum useless and hopelessly out of date. The average American worker today reading the Sunday New York Times absorbs more information than the accumulated knowledge of a worker living 200 years ago. The "old ways" no longer work. Simply stated, the world has been changing more rapidly than our schools. Although our educational system is performing at or above the same levels it has in the past, the literacy needs of our world have expanded significantly. A high-school diploma is no longer enough to enable a young person to obtain and keep a job.

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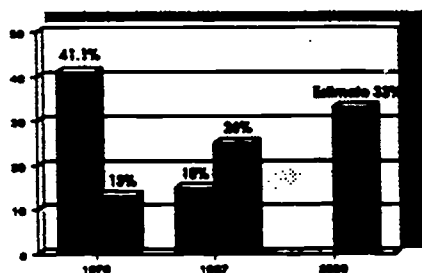


Between 1970 and 1986 the proportion of our population that was labeled "school dropout" actually fell from 15 per cent to 12.6 per cent. Unfortunately, a growing proportion of the dropouts are unemployed.

Between 1970 and 1986, the proportion of our population that was labeled "school dropout" actually fell from 15 percent to 12.6 percent. Unfortunately, a growing proportion of these dropouts are unemployed.



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*In 1976, 41.1 percent of all jobs were held by high school dropouts, college graduates held just over 13 percent of all jobs. 1987, dropouts held 15 percent of the jobs, 26 percent fewer. College graduates 25% or 12% more than in 1976.

In 1976, 4.11 percent of all jobs in America were held by high-school dropouts, while college graduates held just over 13 percent of all jobs. In 1987, dropouts held only 15 percent of the jobs, or 25 percent fewer of the available jobs than a decade earlier. College graduates held more than 25 percent of the jobs, or 12 percent more than in 1976.

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- * By the year 2000, 33% of all positions will require a college education.

By the year 2000, 33 percent of all positions will require a college degree.



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- * By the year 2000, the average new job will require 2 years of post secondary education.

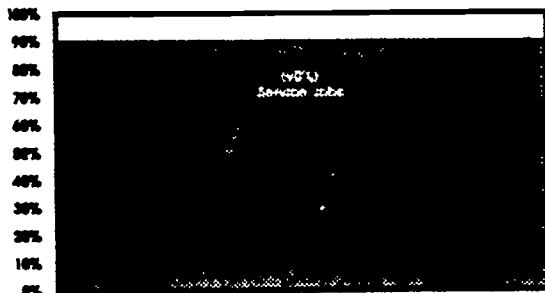
Between now and the year 2000, the average new job will require two years of postsecondary education. To simply survive, our students/workers will need a continual supply of new skills and information. (American business currently spend \$30-\$40 billion to train employees!)

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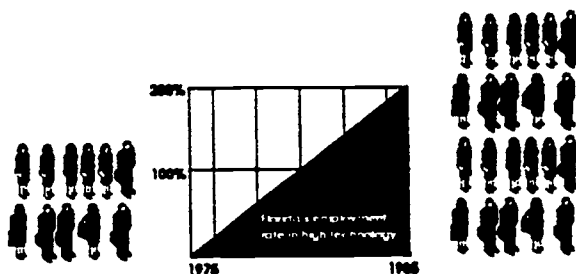


* By the year 2000, service jobs will account for almost ninety percent (90%)

By the year 2000, service jobs will account for almost 90 percent of the economy, and about half of those jobs will involve collecting, analyzing, synthesizing, structuring, storing or retrieving information.



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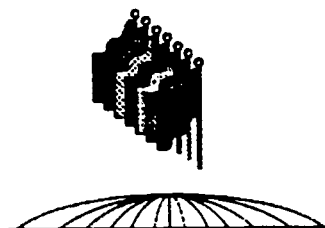
Florida's employment rate in high technology doubled from 1975 to 1985

In Florida, the high-technology industry has been the most prominent and fastest growing industry in the past decade. Florida's employment rate in high technology doubled from 1975 to 1985 and boosted Florida to seventh place as a U.S. employer in the high-technology industry.

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- Convenient geographic location
- Deep water ports (13)
- Six international airports

The state's economy is global in nature. Florida has become a natural site for international banking and finance because of its close proximity to the Caribbean and South America, and relative closeness to Africa and Europe. The convenient geographic location and abundance of deep-water ports (Florida has 13, more than any other state) plus six international airports support the growing foreign import/export business. It is no longer enough to prepare students to compete within Florida; they must be prepared to compete in a world arena.

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Increased Productivity and Quality plus Advanced Educational Processes equal The Long-term Competitive Advantage

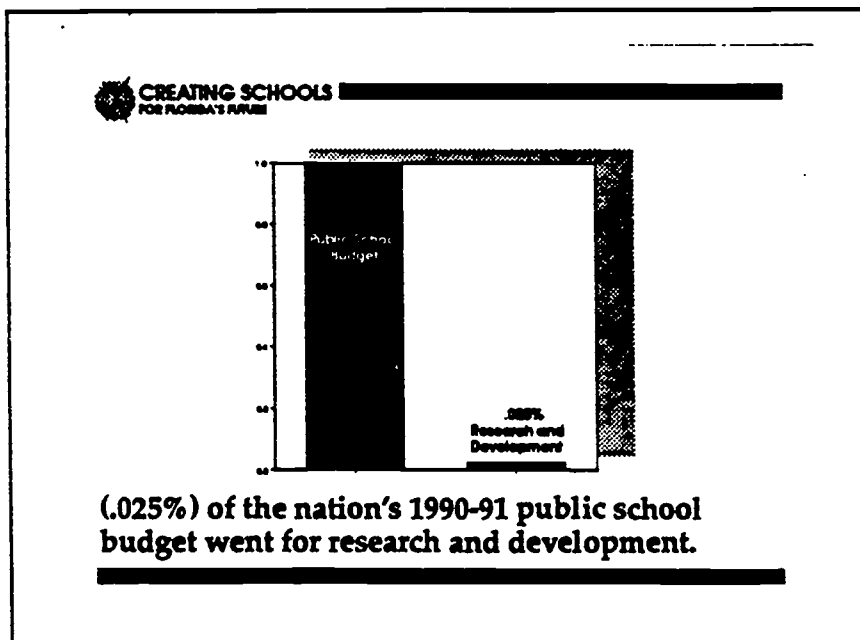
The international business world is being led by managers who are committed to increased productivity and quality through advanced educational processes and methods. The result: The best trained workforce will gain the long-term competitive advantage. No longer are we locked in a cold war. Today, the battle is for economic survival and dominance. The most powerful weapons are the education and training of our workforce.

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LIMITED RESOURCES

Resources are limited; needs are not. Florida schools are expected to meet all the challenges thrown their way and to emerge from the struggle with an exemplary educational system that heralds excellence at every level. But such a feat cannot be accomplished without similar changes in the supply and expenditure of educational resources. There are not resources to waste. Each dollar spent on education must be targeted to where it will do the most good.



While technological changes are supported by millions of research dollars, only a small fraction of a percent (.025 percent) of the nation's 1990-91 public-school budget went for research and development. This minuscule investment is like trying to turn General Motors around with earnings from recycled cans! Yet, our educational system must move from a 19th-century to a 21st-century model.

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**CREATING SCHOOLS
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- Reduce the dropout rate by even 5 percent
- 1600 students first year
- \$8.7 million

If Florida schools were to reduce the dropout rate by even 5 percent statewide, there would be an additional 1,600 students in the first year alone. This influx would cost Florida more than \$8.7 million, based on 1991-92 student FTE. If we added another 5 percent retention for the following two years, the annual cost would be more than \$21.7 million for approximately 4,000 dropouts.



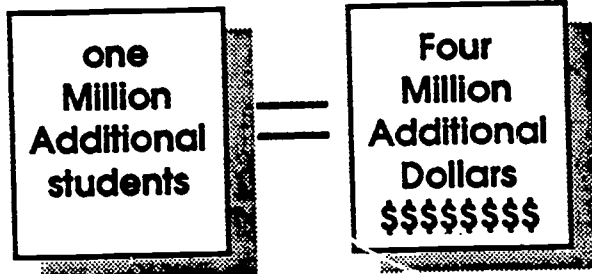
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- 5% Retention Following Two Years
- \$21.7 Million
- 4,000 Fewer Dropouts
- One Million Additional Students
- \$4 Billion Dollars

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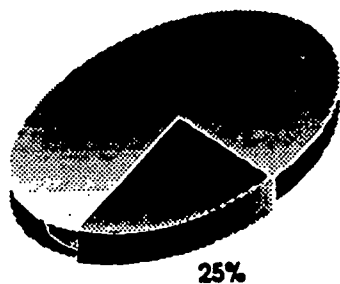
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Nationally, if schools were to improve their holding power so that a million additional students were enrolled in high school each year, an additional \$4 billion would be needed annually to staff the classrooms and provide the programs for these youth.

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One-fourth of pregnant mothers get no physical care

Nationwide, one-fourth of pregnant mothers receive no physical care of any kind during the critical first trimester of pregnancy. About 20 percent of handicapped children would not be handicapped if the mother had received just one physical examination in the first trimester.

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- Public expenditures per prisoner

\$24,000

- Expenditure per public school pupil

\$4,000

Public expenditures per prisoner are more than \$24,000 per year as compared with expenditures per public-school pupil of about \$4,000 per year. The taxpayer spends more by far on any other kind of tax-supported individual and gets a pitifully small return on investment. (The financial burden is even greater, however, when one takes into account that more than 60 percent of all released prisoners are incarcerated again within three years.)



Every dollar of Head Start saves \$7
\$1 = \$7 Saved



- Every Dollar of Head Start Saves \$7
- 73,422 Prekindergarten
- Additional \$264 Million

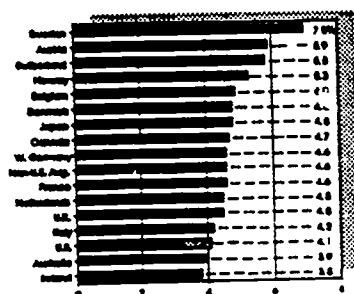
It is widely known that for every dollar of Head Start funding, the taxpayer will save \$7 in later services that are not needed. Yet more than 73,422 eligible prekindergarten children are not being served in Florida education programs because resources are inadequate. Put another way, less than half of the 3- and 4-year-olds who are eligible now receive services, and it would take an additional \$264 million yearly to provide programs for these children.

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DEMANDS

The public and business communities are demanding change in our entire educational system, wanting our schools to become more "customer focused." If the schools do not meet the needs of more of our students, choice beckons many as the answer to what is perceived as school-system failure. (Fortunately, educators already know effective strategies for serving student needs -- given the time and resources to do so.) Schools are also being asked to serve the larger society and educators must convince community members that ensuring educational achievement for all students will affect their quality of life and that of generations to come. This is especially significant in Florida, where the elderly population continues to increase, both in numbers and in political influence. Schools must be able to show their value to all citizens if they are to quiet some of the growing tensions between each constituency's needs and the state's limited resources.

The Bottom Line: Improving Student Performance

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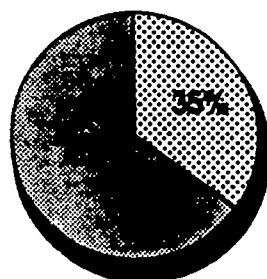
Parent / Student Choice

A majority of parents surveyed
favored choice.

A majority of parents surveyed favor allowing parents/students to choose the public schools they attend.



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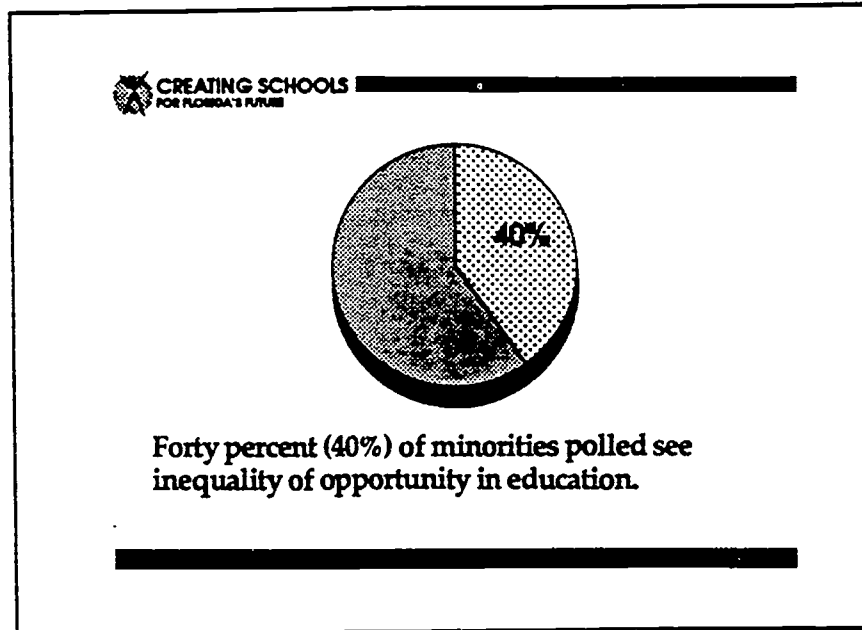


Thirtyfive percent (35%) of adults think schools
have gotten worse last 5 years.

More than 35 percent of adults think schools have gotten worse in the last five years.

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Almost 40 percent of minorities polled see inequality of opportunity in education.

CONCLUSION

The pressures that confront the public schools are greater than ever before. Traditional educational values and well-established programs are coming under intense scrutiny. Public expectations for the educational system have never been higher. The push for accountability -- as measured by student performance outcomes -- is increasing. Yet perhaps the greatest challenge now facing educators is to prove to the American public that the education system can respond to these pressures in a positive way by improving the performance of the public schools and of the students served by those schools. It is no longer fair or productive to point to our schools and say they are failing. It is time to join forces with all educators to bring about the changes so sorely needed throughout our educational system, changes that involve the entire community.

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Selected Excerpts from Education Commissioner Betty Castor's Remarks on School Improvement and Educational Accountability

I would like to share with you my vision of the most powerful institution in our state -- the Florida public school system.

It is a system that does not reject individuals, especially our youngest citizens, but one that holds for every student a special place of comfort and belonging, of challenge and competition.

The public school system represents the best of democracy. It belongs to the people. Its policies are open to discussion, to debate, to thoughtful disagreements regarding its shortcomings. It expands to embrace new populations and new waves of immigrants and changes internally to incorporate the latest information about how people learn.

It is the institution that, more than any other, will mold the minds of this generation and establish the parameters upon which the next generation will act. We all know that the stakes in education are very, very high and sometimes very personal.

- What is more personal than the aspirations of parents for their children?
- What is more satisfying for teachers than the knowledge that lessons have been learned?
- What is more assuring to business people than knowing that there will be qualified applicants for the jobs that will propel Florida forward?
- What is more important for society than mutual respect for one another and appreciation for the value of diversity?
- What is more important to our nation than an understanding of global politics, our relative position among nations, and the overwhelming advantage of a knowledgeable, literate, and technologically advanced people?
- What is more important for Florida than the legacy of students learning to protect our fragile environment?

We are here because we are all stakeholders in this education system, and we represent a small but very significant core.

We are here because we want the public schools to successfully fulfill their mission.
We are here to talk to one another about how to improve the performance of our students.
We are here to share successful strategies and ensure that those strategies reach all students.

Your commitment to being here and to school improvement means a great deal to me. You made the commitment because you are eager to continue shaping a vision for improving schools and the performance of our students.

You are not here to reinvent the wheel. The first chapter of school improvement already has been written. The groundwork for change already has been laid. The climate for change is positive. The improvement of schools is a continuous process.

School improvement should build on successful program already under way. Where collaboration and shared decision-making models already exist, schools and districts will naturally have an advantage.

What distinguishes this effort from others? Why is this different? Primarily because school improvement will be fueled by two strong currents.

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First, it will be guided by goals and goal-setting and the national, state and local levels. The national goals are familiar by this time:

1. All children in America will start school ready to learn.
2. The high-school graduation rate will increase by at least 90 percent.
3. American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, and productive employment in our modern economy.
4. U.S. students will be first in the world in mathematics and science achievement.
5. Every adult American will be literate and will possess the skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Florida policymakers also have identified virtually parallel goals to strive to achieve.

More emphasis will be placed on outcomes and reporting those outcomes in a manner that generates improvement.

Measuring progress is important as a diagnostic tool for improvement.

Measuring progress toward high goals is important as a barometer of academic progress.

I believe that we should have high expectations for our students, and we should measure them. We should be consistent.

If we expect high performance, we shouldn't rely on measuring minimum skills.

The second current in this changing environment is the unprecedented commitment to flexibility at the local level -- a commitment expressed over and over again by our governor and legislative leaders.

What a departure. . . What a change in attitude. . . What an opportunity. Roles will change, including that of the Department of Education. Can educators do it alone? Certainly not.

I believe that we must find more partners than ever before. Collaboration, cooperation, county governments, city governments, law enforcement. The school as a location. . . A strategic location. I'm not suggesting that educators necessarily become the social-service providers, but that we accommodate those with expertise within our environment.

Strategies will include:

- Full-service schools that re-locate existing services to the one place we know we can find troubled children and their families every day -- the school. Instead of a whole new program to address social support, the full-service school accommodates.
- Parents who become active participants in their child's education, not only in the school, but at home, too.
- Employer policies that support families; for example, allowing employees to take paid leave time to visit their children's schools.

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Again, it will necessitate consistent policies. If we are serious about preventing dropouts, then the policies of businesses who hire dropouts must change, as well. A business can say to a dropout: "Yes, here is a job; however, as a condition of employment, you must be enrolled in a GED or diploma program."

We have to provide an environment in which teachers feel comfortable taking risks. Very little of value can be accomplished in school improvement without taking some risks. Yes, we will make mistakes. I will make mistakes. You will make mistakes. But we'll learn together. And our students will benefit.

Someday -- in the not-too-distant future -- when people point to Florida as the leader in education reform, and when they reflect on how school improvement was accomplished by teams of people who best understand the needs of local schools and students, you can say you were the first. . . You were in the vanguard.

They will marvel that Florida reached beyond the school walls and into the community and invented something new -- a team of broad, community-based shared-decision-makers in which many voices propelled improvement.

They will be impressed that parents, business people and community leaders joined hands with traditional educators in a collaborative process to develop a common vision of school improvement.

...

I am convinced that excellence is within our reach because Florida's education system is undergoing the most massive and dramatic change -- not only in its own history -- but in the history of recent American education reform.

Florida is proving itself to be a "can do" state, where improvement is not only possible. . . It is happening.

For example, we are making significant progress in lowering the dropout rate and raising the graduation rate. Our statewide dropout rate went from 6.55 percent in 1989-90 to 5.60 percent in 1990-91, and our graduation rate from 71.47 to 78.68 .

Lawmakers last year put in place a process that wipes the slate clean and sets Florida education on a completely new course. We can begin to envision a state where all students learn and the workforce is well-prepared to meet the challenges of a rapidly changing global marketplace.

What will it take to get there? The most important ingredient is citizens who are committed to working to improve schools.

Another ingredient is high expectations. In a recent article, former New Mexico Governor Garrey Carruthers cited the old axiom, "Blessed are they who expect very little, for they will not be disappointed. In public education, we have expected very little and we have not been disappointed.

It's time to expect more from our students and from ourselves.
It's time to believe we can do it.
It's time to work together to achieve our goals.

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First, we need to know and understand those goals.

In a fall 1991 *Newsweek* poll, only one in four parents was aware that we have national education goals, and only 7 percent could name even one of the goals. The nation's governors established these goals two years ago as the centerpiece of national education reform. Last year, Florida lawmakers established in legislation virtually parallel goals for Florida.

What is especially disheartening is that most parents do not believe our education goals can be met.

Perhaps that's because for the past decade we've heard mostly doom and gloom about our schools. The constant onslaught of bad news has done little to motivate people to become involved in improving schools.

My message to you is that we've got to believe! For the first time, we have something to reach for. We have legislation that sets the framework for school improvement. We have an accountability commission to guide us in setting standards. We have an ambitious training program under way to show everyone how they can help.

Florida has countless successful educational programs producing positive results. This kind of success convinces me that we're off to a solid start in meeting our education goals. We need to build on our successes.

I would like all Floridians to:

- know our state and national education goals,
- believe we can attain them
- work hard and encourage our students to work hard until we reach them.

If we truly look at the goals and the many goal-oriented programs we have in place, we cannot escape the conclusion that our investment in education is one worth protecting.

Protecting our investment means that every Florida citizen must believe that education is the number one priority for our state's future.

Every citizen must be willing to back up that belief -- by becoming involved in improving our schools, by investing time in helping students achieve better performance, and by insisting that lawmakers ensure adequate resources for education.

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School Improvement and Educational Accountability mean . . .

Less

More

- | | |
|---|---|
| <input type="checkbox"/> Less emphasis on top-down mandates from the state level | <input type="checkbox"/> More front-line decision-making at the school level |
| <input type="checkbox"/> Less measuring of process | <input type="checkbox"/> More measuring of outcomes |
| <input type="checkbox"/> Less measuring of compliance | <input type="checkbox"/> More measuring of achievement |
| <input type="checkbox"/> Less monitoring of requirements | <input type="checkbox"/> More monitoring of results |
| <input type="checkbox"/> Fewer rigid restrictions on how districts spend money | <input type="checkbox"/> More flexibility for districts to decide how to spend money |
| <input type="checkbox"/> Less emphasis in Department of Education on compliance and regulation | <input type="checkbox"/> More emphasis on Department of Education as facilitator, technical assistance provider |
| <input type="checkbox"/> Less of the attitude that some students just can't succeed | <input type="checkbox"/> More of the attitude that all students can learn |
| <input type="checkbox"/> Less of the feeling in schools that there is little motivation to succeed | <input type="checkbox"/> More rewards and improvement strategies that truly influence school performance |
| <input type="checkbox"/> Less neglect of the health of the "whole student" | <input type="checkbox"/> More linkages with health, social-service agencies and schools for healthy students and families |
| <input type="checkbox"/> Fewer teachers teaching in isolation, without a strong support system. | <input type="checkbox"/> More collegiality and a vital support network for teachers. |
| <input type="checkbox"/> Fewer teachers left out of the decision-making process | <input type="checkbox"/> More teachers playing a key role in school-based management |
| <input type="checkbox"/> Fewer parents as outsiders | <input type="checkbox"/> More parents as important partners in the process |
| <input type="checkbox"/> Fewer frustrated business people who don't get their workforce needs met and feel shut out of education goal-setting | <input type="checkbox"/> More business people who know what to expect in a high-school graduate and play a meaningful role in setting education goals |
| <input type="checkbox"/> Less of the belief that students can prepare for the 21st century without universal access to technology | <input type="checkbox"/> More instructional technology and access to technological equipment |
| <input type="checkbox"/> Fewer educators shackled by rules and regulations | <input type="checkbox"/> More educators unleashed to truly help students achieve |
| <input type="checkbox"/> Less toleration of mediocrity | <input type="checkbox"/> Higher expectations |

The Bottom Line: Improving Student Performance

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Summary of Florida's System of School Improvement and Educational Accountability

- **Purpose:** To improve student performance outcomes by defining what students must know and assessing how well they have learned.
- **Guiding Principles:**
 - ☐ All students can learn.
 - ☐ All schools can be successful, but we must serve individual student needs and hold high expectations for all students.
 - ☐ While the school district is ultimately responsible for school and student performance, the individual school is the unit of educational accountability.
 - ☐ Those closest to the student are best able to determine the appropriate teaching strategy to serve individual students. School-based decision-making is a necessary component of accountability.
 - ☐ Schools should be held accountable for improvements in student performance, and therefore should be provided maximum flexibility.
 - ☐ Public reporting of results in the form of a School and Community Report Profile is a critical component of accountability.
 - ☐ The individual health, social and educational needs of the student must be met in a collaborative effort among schools, other agencies, community, and parents, if the student is to succeed in school.
- **Components of School-Improvement and Educational Accountability System:**
 - ☐ Broad goals at the state level that provide direction on what students should know.
 - ☐ Outcome measures tied to standards that measure how well students have learned.
 - ☐ Establishment of core learning proficiencies.
 - ☐ Needs assessment/public disclosure, based on uniform data collection.
 - ☐ Significant training and consistent staff development as essential ingredients of school improvement;
 - ☐ Improvement strategies developed in collaboration between the local school district and the state that truly influence behavior. Financial rewards for improved performance.
- **How do we get there?**
 - ☐ Involve educators, parents, business people, and community members in collaborative planning of the specific components of Florida's School-Improvement and Educational Accountability System.
 - ☐ Repeal current laws/rules and adopt new practices in order to grant flexibility to local schools and districts.
 - ☐ Identify standards that reflect what students should know.
 - ☐ Establish core proficiencies for basic subject areas.
 - ☐ Create methods of assessment that accurately reflect how well students have learned.
 - ☐ Change role of Department of Education from regulatory and compliance monitoring to support and training; develop training and assistance capacity for school districts.
 - ☐ Develop partnerships with communities, social-service agencies, schools and families to overcome health and social barriers to learning.
 - ☐ Dramatically expand prekindergarten early intervention for disadvantaged 3- and 4-year-olds.

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Fact Sheet

Florida's educational design for the 1990s and the 21st century will focus on two fundamental issues:

- ☐ What must our students know and learn?
- ☐ How can we best determine what students must know and how well they have learned?

Accountability defined...

Accountability means:

- ☐ Taking responsibility.
- ☐ Measuring student outcomes.
- ☐ Disclosing school progress to the public.
- ☐ Holding high expectations.
- ☐ Keeping one goal at the forefront: Improving student performance.
- ☐ Shifting:
 - ☐ from process to outcomes;
 - ☐ from compliance to achievement;
 - ☐ from requirements to results.

Another useful definition of accountability is the one proposed by the Florida Education and Industry Council:

"Accountability is a measure of confidence that resources invested in a system provide the desired outcomes. Accountability must be the means by which we can judge the health -- both efficiency and effectiveness -- of any system, whether it is business or education. In practice, accountability should guide and improve decision-making and inspire confidence."

Why a statewide school improvement and educational accountability system is needed...

- ☐ Throughout the past decade, Florida has been among the nation's most active states in educational reform efforts, concentrating considerable resources upon initiatives to improve the public schools. Dramatic improvements have been made in such areas as early intervention for disadvantaged preschoolers, preparation of college-bound students, vocational education, and elimination of minimum competency testing. Florida schools, however, still fall short of collective expectations. There is growing impatience with problems such as dropouts and lagging academic performance.
- ☐ Too many children enter Florida schools ill-prepared to learn and master fundamental skills.
- ☐ Graduation rates, while steadily improving, remain unacceptably low, and students without a high-school diploma begin a cycle of failure that erodes vast human resources and places an enormous burden on society.
- ☐ Measures of student performance continue to reflect levels of achievement and mastery that fail to keep pace with the needs of business and industry and place our state and nation in jeopardy in competing with a global marketplace.
- ☐ The President and the nation's governors have called for national and statewide goals for education.
- ☐ There is a strong demand for educators to be "unleashed"...to get rid of the shackles of rules and regulations that prevent students from achieving.

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Fact Sheet

continued

Toward school improvement and educational accountability...

Today's students face new challenges in a highly complex, internationally competitive world. Technological and economic changes, as well as social and demographic trends, have neutralized reform efforts and rendered traditional reform strategies ineffective.

Florida's school improvement and educational accountability system has grown out of a desire to abandon outmoded structures and systems, build consensus, and devote creative energies to developing effective strategies to address the difficult issues that remain unresolved.

Florida's school-improvement and educational accountability model will establish appropriate student outcomes tied to statewide goals. A set of statewide goals has been established in legislation:

The statewide goals...

- 1) Readiness to start school:** All communities and schools will collaborate to prepare children and families for children's success in school.
- 2) Graduation rate and readiness for postsecondary education and employment:** All students will graduate and be prepared to enter the workforce and postsecondary education.
- 3) Student performance:** Florida students will successfully compete at the highest levels internationally and be prepared to make sound economic, political and social choices.
- 4) Learning Environment:** School boards will provide a learning environment conducive to teaching and learning that includes sequential instruction in mathematics, science, reading, writing, and the social sciences and appropriate educational materials, equipment, and pupil-teacher ratio.
- 5) School safety and environment:** Communities will provide an environment that is drug-free and protects all students' health, safety, and civil rights.
- 6) Quality teachers:** School districts and the state will ensure professional teachers and staff.
- 7) Literacy:** Every adult Floridian will be literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.

The importance of the school site in Florida's school-improvement and educational accountability system...

The individual school site will be the unit of accountability. The school site is the best place to connect to parents and engage business people and educators. Top-down mandates have proven ineffectual in improving student performance. Decisions made among teachers, parents and principals at the school site will be more effective in bringing about significant change.

(continued)

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Fact Sheet

continued

The critical role of the local school district in Florida's school-improvement and educational accountability system...

The local school district is ultimately responsible for school and student performance. The district, in collaboration with the state, will develop improvement strategies and will determine consequences for schools that don't reach their goals.

Data Collection and the School and Community Profile Report...

The most comprehensive, efficient student database in the country provides a powerful tool for collecting school-by-school data to be published and available to the public as a School and Community Profile Report. The data will demonstrate in a clear, easy-to-understand format how well the school and its students are performing.

How the system will look...

- ☐ The centerpiece of the system is the School Improvement Plan. Every Florida public school will develop and implement a School Improvement Plan.
- ☐ Schools and communities will base their school-improvement efforts upon a needs assessment. This assessment will include the results of performance outcomes and core proficiencies. The results of this comprehensive system of assessment will be published to help school partners (parents and community members) with their decision-making and program development.
- ☐ As part of the first-year effort, School Improvement Partnerships paired 53 schools in 19 districts with trained Department of Education improvement facilitators, one-on-one.
- ☐ Technical expertise will come from successful schools and school districts through reciprocal arrangements.
- ☐ The School Improvement Partnerships program is intended as transitional while local school personnel prepare to implement school improvement statewide. All Florida schools are expected to have viable school-improvement plans in operation, along with access to a network rich in expertise and support.
- ☐ A statewide network of assistance and resources will be provided to local schools.

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Blue Ribbons to Blueprints: Florida's Vision for the Year 2000

By Luther Rogers and Charles Ahearn

In 1971, then Florida Governor Ruben Askew appointed a blue-ribbon committee in response to the public outcry for better education. This public unrest was fueled by falling test scores and by rising expectations of both students and teachers who demanded more involvement in decision making. The Governor's blue-ribbon committee, officially named, "The Citizens Committee on Education 1971," worked diligently on the complex issues of the day and provided Governor Askew with five recommendations that were to provide themes and foundations for future legislation. The Citizens Committee on Education 1971 recommended that:

- Funds should be allocated to schools based on the needs of children.
- Objectives for a school should be set by people associated with schools.
- Decisions on how funds for instruction are spent should be made at the center.
- Organization of instruction should be determined at the school level.
- Parents should participate in school decision-making.

These recommendations provided the basis for a number of concepts that were subsequently translated into legislation to support the Committee recommendations:

1. School-based planning and budgeting were referenced in the Accountability Act of 1973, which required each district school board to utilize its system of planning and budgeting to emphasize a system of school-based management in which individual school centers were to become the principal planning units to integrate planning and budgeting at the school level.

2. This intent was further supported by the 1973 Florida Education Finance Program, Section 236.02, Florida Statutes, which provided formulas for the distribution of funds based on the needs of students as reflected by course assignments.

3. Other legislation was designed to ensure that funds flowed equitably to schools such as the Cost Accounting and Reporting Act of 1975, which required each district to expend, at the school level, at least 80 percent of the funds generated for a program

4. Even though legislation was now in effect to allow for or encourage the fulfillment of the five recommendations made by the Citizen's Committee on Education, teachers, parents, and even principals had little experience in setting school objectives, participating in decisions on how funds for instruction would be spent, how to organize instruction, or how to actively participate in planning and decision making related to substantive school issues. Many principals, faculties, and communities were, in fact, willing but unable to participate in the then-emerging concept of school-based management.

The realization by educators and politicians of this deficiency led to strong recognition of and provisions for school-based management by the 1973 Florida Legislature. Section 229.555 (1) (b), F.S., provided in part that, "Each district school board shall utilize its system of planning and budgeting to emphasize a system of school-based management in which individual school centers become the principal planning units and eventually to integrate planning and budgeting at the school level."

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5. To provide incentives, the Legislature, through the annual General Appropriations Act, established a school-based management grant system. These grants were awarded to selected school districts to encourage the implementation of the concept and the development of a system of organization and management that distinguished the school as the basic unit of educational management. Recurring themes in these grants included the use of technology in the management and decision-making process, shared decision-making and team-building, planning and goal-setting, and parent, community, and advisory-council involvement. From 1978 through 1989, 28 individual school districts and two consortia of school districts received school-based management grant monies totaling \$2,578,990.

Realizing that the school principal played the key and perhaps most important role in facilitating school-based management and shared decision-making, the Legislature in 1980 created the Florida Council on Educational Management (FCEM) with the enactment of Section 230.89 Florida Statutes.

6. This legislation was created to support training for district staff, school-level managers, and other candidates for these positions in competencies necessary to facilitate school-based management and shared decision-making. The impact of the FCEM in the 10-year period from 1980-1990 was phenomenal. During this period the FCEM approved research to identify management competencies; developed guidelines for selecting, training, and appraising school managers; and provided state, regional, and on-site district assistance that resulted in a vastly improved statewide system of preparing managers to work collaboratively with all stakeholders interested in improving schools for students.

By now the new buzz word in the private sector and in the public sector was "restructuring", a highly democratic concept that described a "schoolhouse-to-state house" need for change. A proliferation of articles agreed that to keep pace with the demands made by our technology-driven society, schools, school districts, and state departments must be restructured - not just improved. This restructuring concept urged stakeholders to re-examine basic goals, purposes, functions and structures of education. The system was cited as the problem and educators were challenged to apply their talents, energies, and dollars to something far more profound than making incremental changes to a system that no longer worked. As the private sector evolved from decentralization to restructuring, Florida evolved from school-based management and shared decision-making to a restructuring incentives program that retained the foundations of school-based management and shared decision-making and allowed for even greater creativity and flexibility.

In 1989, the Florida Legislature created, and the 1990 Florida Legislature continued the District School Site Restructuring Incentives Program within the Department of Education. This legislation followed a history of development, support, and encouragement of school-based management in Florida. Florida's Commissioner of Education, Betty Castor, encouraged all of the state's 67 school districts to develop restructuring plans. An advisory committee composed of one representative each from the Florida Association of School Administrators, (FASA), the Florida Education Association/United, (FEA/United), the Florida School Boards Association, (FSBA), and the Florida Teaching Profession/ National Education Association, (FTP/NEA), reviewed plans and made recommendations for approval to the Commissioner.

Although participation in the program was voluntary, programs approved by the Commissioner were required to demonstrate strong union-board collaboration, participation of teachers, principals, and other interested parties, and evidence of a sincere commitment to restructuring the teaching and learning process and the work environment. Restructuring in the context of the Florida Statute focuses on more effective leadership in schools and districts; more effective teaching and learning; a redefinition of teaching, meeting the needs of at-risk

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youth; and more productivity from the use of resources such as time, space, technology, and money. At the core of the Florida restructuring effort is the assumption that there will be a fundamental difference in how education occurs in the classroom.

Restructuring means changing the work environment so that the best and brightest want to enter teaching, and the dedicated and competent remain in teaching. It encourages time for teachers to work together, with parents, and with administrators so that all share a mutual responsibility for improving schools and school systems. A strong emphasis is placed on changing the instructional process. Teaching is redefined by changing the teaching/learning environment so that teachers function as professionals, competent to exercise their professional knowledge and judgment over a wide range of issues affecting students and the school site.

Restructuring is currently described as a "hot topic" in Florida and has been an agenda item both at the Commissioner of Education's Managerial Retreat and at the Governor's Summit meetings. Florida Department of Education offices involved in the planning and training stages of development include the Office of the Commissioner under the direction of Commissioner Betty Castor, the Office of Policy Research and Improvement, under the direction of Dr. Dorothy Routh, the Office of the Deputy Commissioner headed by William Cecil Golden, the Division of Human Resource Development directed by Deputy Commissioner, the late Ida S. Baker, and the Division of Public Schools directed by Deputy Commissioner, Walter S. McCarroll.

This effort to restructure education is directed at the actual instructional program and operations of the individual school. In order to ensure that the future decisions and actions of both the Legislature and within the schools of Florida are the best that anyone can provide for the benefit of all learners, it is necessary that a process be established and implemented which will facilitate the flow of information and communication between the building level educators and other stakeholders. Individually and as a group, the building level principals and teachers of this state possess the best knowledge available to ensure that Florida's educational policies and the programs in its public schools are the best they can be for every student.

Creating Schools For Florida's Future

Building upon the strong foundation of the recommendations made by the "Citizen's Committee on Education, 1971" and subsequent supporting legislation, the 1991 Florida Legislature established a new school-improvement and educational accountability program. Four state statutes were amended or established:

- Section 229.591, F.S., — Comprehensive revision of Florida's system of school improvement and educational responsibility.
- Section 229.592, F.S., — Implementation of state system of school improvement and educational responsibility.
- Section 229.593, F.S., — Florida Commission on Education Reform and Accountability.
- Section 229.594, F.S., — Powers and duties of the Commission.

The Legislature cites these amended sections as "Blueprint 2000" and intends that by the year 2000, Florida will establish a system of school improvement and education accountability based on the performance of students and educational programs and for returning the responsibility for education to those closest to the students, that is the schools, teachers and parents. Thus, the Commissioner has titled this effort as "Creating Schools for Florida's Future."

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In "Blueprint 2000", the Legislature assigned the ultimate responsibility for strong leadership for a "new concept of school improvement" to itself, the Governor, the Commissioner of Education, the State Board of Education and other state policymaking bodies. The State Board of Education is defined as the corporate body responsible for the supervision of the system of public education, the district school board for school and student performance and the individual school as the unit for education accountability.

Florida's new system of school improvement and educational accountability is a direct descendant of the five recommendations made by the "Citizens Committee on Education, 1971", of the tenets of school-based management and shared decision making of the 1970s and '80s and of the District School-Site Restructuring Incentives Grant Program currently operating. The incorporation of these reform efforts in "Blueprint 2000":

- establishes seven state goals (congruent with the six national goals);
- requires the establishment of district educational goals;
- favors outcomes over process for assessment;
- redirects state resources to districts and schools to achieve goals and measure achievement;
- requires the development of state, district and school measures of progress;
- and promises assistance to schools unable to make significant progress.

Summary

In the past three or four decades one group and then another carried the banner for educational reform or improvement. Now, for the first time the various stakeholders have a congruence of vision and mission. The Commissioner of Education, the Governor, the Legislature, school administrators, teacher unions, business partners, parents, teachers, students, communities and universities are all in agreement that schools must improve. The responsibility for their improvement is accepted as a mutual responsibility that includes all and excludes none. The reform this time is also the most democratic of reforms because statehouse-to-schoolhouse reform is a notion that includes all bureaucratic levels and all community and business resources. We have answered the question of "why change" and we have agreed nationally and at the state level "to what extent" we must change -- at least by the year 2000, one year prior to the turn of the century. We are now working with the mechanics of change -- the how, when, and where.

Florida's many-faceted effort in restructuring and school improvement is designed to fully utilize and benefit from advances in technology, new knowledge about how learning occurs, recent examples of increased productivity through decentralization and from collaborative planning to increase student learning and overall school productivity. The Florida plan is based on the belief that the greatest benefit will be realized if the way in which students are taught and the way in which the schools are managed is restructured. This restructuring requires a change in the expectation and skills of teachers, administrators, and others who work in the school and improved schools to serve the real needs of students rather than the needs of the system. This change must then be driven by a strong statewide desire to make Florida's schools even more effective in meeting the needs of children and youth as well as those of adults. To that end, the strong effort is to strengthen and enable districts and individual schools to enhance and create dynamic programs and services.

From "blue ribbons to blueprints" has been and continues to be a journey. The history of reform in Florida is a rich history that is still being written. Florida's vision for the year 2000 is that:

- substantive school decisions will be made at each school;
- parents and other stakeholders will become colleagues;
- and that funds will be provided to support the achievement of state and national goals.

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August, 1991

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Guidelines for School Improvement

Preface

During the 1991 Session, Florida's Legislature enacted what may be the most historic change ever made in the State's education policy. This change included all public education - public schools, community colleges, and universities.

The change in policy

FROM:

Top-Down Directions
External Controls
Centralized
Uniformity
Accountability for Process

TO

Bottom-Up Choices
Internal Initiatives
Decentralized
Flexibility
Accountability for Outcomes

The policy for public schools provides a framework for school improvement and accountability. Each school is given the authority, in cooperation with parents, to be responsible for educating its students.

School improvement is a complex but rewarding process, requiring the efforts of all stakeholders in an ongoing collaboration that achieves positive results for all students. In effective schools, continuous school improvement is the way of doing business. Continuous quality improvement is a journey and does not culminate in a single event, project, or program.

These *Guidelines for School Improvement* were developed by colleagues in education who have had experience with school improvement efforts in Florida and other parts of the nation. The Guidelines are offered as a framework to assist schools and districts with their school improvement plans and are not considered a rigid set of rules that would interfere with existing efforts and programs. Based on feedback from the experiences of individual schools, these Guidelines will be reviewed to incorporate best practices.

To ensure the participation of all stakeholders, and the success of its students, each school's improvement efforts should be guided by a school improvement team. The success of the team requires that space and time for meetings be guaranteed without exception.

The new state policy requires a change in the role of school boards, district staff and the Department of Education. The primary focus of the district and state will be to assure the environment and resources required for each student to succeed.

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GUIDELINE I: A written school improvement plan guides the school's action toward school improvement.

Indicators:

- The published plan for school improvement is based on valid information.
- Sources of information used to formulate the plan are commonly accepted or officially sanctioned.
- The plan is reviewed and revised periodically.
- A written school improvement plan includes:
 - Vision statement
 - Priority needs
 - Clearly stated goals and objectives
 - Action plan
 - Evaluation strategies
 - Review and revision procedures

GUIDELINE II: School-improvement planning is a process that guides long-term and day-to-day decisions that contribute to comprehensive school improvement.

Indicators:

- The school has an officially designated school-improvement team representative of the school's staff and parents.
- The school-improvement team guides planning and implementation of the school-improvement plan.
- The school-improvement team has protected time and space to meet.
- Representatives of all stakeholders have an opportunity to meaningfully participate in the school-improvement planning process.
- Stakeholders reflect the diversity of the school community but serve to represent the school.
- The principal is a member of the school-improvement team, an active participant and leader in the school improvement process.
- School-improvement work sessions reflect contributions of its membership based on the experience and expertise of the participants and needs-assessment.

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GUIDELINE III: An effective school-improvement plan includes a vision statement that clearly articulates the central and compelling purpose of the school.

Indicators

The vision:

- Is a written statement (25 words or fewer) that has been collaboratively developed by the school community.
- Is influenced by external factors and internal conditions.
- Is publicized and understood within the school community.
- Describes an ideal state and creates a sense of urgency that fosters commitment to school-improvement efforts.

GUIDELINE IV A school improvement process is based on comprehensive needs-assessment.

Indicators

- The needs-assessment is based on the most currently available data and guides the development of the school-improvement plan.
- A needs-assessment identifies discrepancies in results and places priorities among them.
- The school-improvement plan addresses priority needs that represent discrepancies between the current results and desired results.

GUIDELINE V: School-improvement plans include goals which are derived from the school needs-assessment, directed toward learner outcomes, and changed as the needs of the learners change.

Indicators

School improvement goals are:

- Focused on learner performance.
- Collaboratively developed by a representative team of stakeholders.
- Based on priority needs, research, and best practices.
- Written to describe expected student outcomes.
- Stated to describe what the school environment will look like when the goal is achieved.
- Stated so that future objectives and strategies may be developed.
- Challenging.

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GUIDELINE VI: An action plan is essential to school improvement.*Indicators***The action plan:**

- Identifies the most effective ways to achieve goals and objectives.
- Develops implementation strategies and activities for each objective.
- Identifies who will be responsible for various improvement efforts.
- Designates available resources for achieving each objective.
- Determines timelines.
- Establishes an evaluation system.

GUIDELINE VII School-improvement plans include evaluation strategies focusing on progress toward expected results.*Indicators*

- Schools accept accountability for progress toward goals.
- Procedures are in place so that schools track, report and are responsible for progress toward objectives.
- Other assessment techniques, in addition to standardized tests, are used to measure progress.
- Evaluation focuses on results.
- On-going analysis of disaggregated data is used to plan, implement and evaluate the school-improvement plan.
- Reports of progress toward expected results are made on a regular basis to all stakeholders.
- The school provides feedback to the district and state on what works and obstacles affecting the school's improvement process.

GUIDELINE VIII: Policies, practices and resources are targeted to support school improvement.*Indicators*

- Policies reflect the philosophy of improvement efforts.
- Procedures for waivers are established and followed.
- Resources, including funding, time, personnel, knowledge, authority, flexibility and materials, are allocated based on student needs and expected outcomes as identified in the school-improvement plan.

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GUIDELINE IX: Organizational climate is conducive to the school-improvement effort.

Indicators

- Risk-taking and innovation are encouraged and rewarded.
- School and district management enable and empower their staffs.
- Schools have flexibility in organizing personnel and time to achieve results. Progress toward goals is expected, recognized and rewarded.
- Roles and responsibilities are clearly defined and communicated.

GUIDELINE X: Professional development is an integral part of the entire school-improvement process and is available to all stakeholders.

Indicators

- Resources are accessible and identified for professional development.
- Professional development experiences are available during each stage of the school improvement process.
- Professional development activities incorporate adult-learning principles.
- Quality internal and external assistance is readily accessible.
- Professional development is provided to benefit the individual, the organization and the students.
- Stakeholders identify and assist in the planning, delivery, and evaluation of professional development.

GUIDELINE XI: District and state systems for school improvement emphasize the continuing development of each school's capacity to engage in effective school-improvement.

Indicators

- The system allows for on-going review and refinement of the school-improvement process.
- The system increases the school's ability to sustain the school-improvement process.

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GUIDELINE XII: The larger educational system, including district, regional, state and universities, demonstrates commitment to the school-improvement process.

Indicators

The larger educational system:

- Recognizes and supports the school as the unit of change and accountability.
- Assists each school to continually improve in comparison to its own baseline data.

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School Improvement and Educational Accountability Questions and Answers

Isn't Florida's School Improvement and Education Accountability Plan another example of top-down process being imposed by the state?

Florida's School-Improvement and Educational Accountability Plan is being developed by a broad-based coalition of people, including educators, parents, and representatives of business and industry. The dominant theme of the plan is to restore important decisions about education and children to the local level. The centerpiece of the school-improvement and educational accountability plan is individual school-improvement plans, developed and implemented at the school site by school staff and parents functioning under a school-based decision-making model. Finally, a major objective of the plan is to remove districts and schools from cumbersome state regulations by repealing and amending statutes and rules that may impede meaningful school improvement.

It seems that the school-improvement and educational accountability plan is trying to do too much too soon. Why not delay the implementation of the plan, or phase in some of the plan's components to create a more responsive attitude from those who are concerned about the major changes the plan will cause?

Despite the progress that Florida's districts and schools have made in improving public education, serious educational issues persist that need to be addressed without further delay. The school-improvement and educational accountability plan provides districts and schools with two full years, beginning in July 1991, to prepare for the implementation of school-improvement plans in 1993. The design of the school-improvement and educational accountability plan provides ample time for districts and schools to adequately prepare for full implementation.

Why does the plan include the publishing of a School Report Profile that will include information about the performance of schools and students?

First, schools are public institutions whose constituents have a need to know how well schools are functioning. An informed and active public is an essential component of effective schools. Further, schools are responsible to the public for their performance. If schools are to be accountable, it is essential that fair and accurate information about progress toward expected results be made available publicly. In addition, the data from the schools' annual reports will provide important information for staff and parents to identify student and programmatic needs to be addressed in school-improvement plans.

Will schools be ranked on the basis of the performance results that will be included in the School Report Profile?

There is no plan for the state to formally rank schools on the basis of the data included in the School Report Profile. The data included in the report will enable the public to judge the progress of a school annually by seeing the difference in the school performance from one year to the next, as well as the progress made toward meeting expected results.

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Will the School Report Profile take into account the differences in student populations and school communities throughout the state?

The School Report Profile will include data that describe the socioeconomic status of the school community and its students. Free- and reduced-lunch eligibility, number of Chapter I students, and other demographic information will be included in the School Report Profile.

How do you plan to ensure that teachers are active participants in the school-improvement process?

The school-improvement and educational accountability plan specifically provides that participation of instructional staff will be an integral part of the school-improvement process. The participation of teachers on the school advisory council in the development of a school's needs-assessment process and the planning and implementation of a school-improvement plan is required by the school-improvement and educational accountability plan.

What is the role of the Florida Commission on Education Reform and Accountability, and who serves on the Commission?

The Florida Commission on Education Reform and Accountability serves as an advisory body to the State Board of Education and the Legislature in the development of the School-Improvement and Educational Accountability Plan. The Commission will recommend the establishment of performance standards, student outcomes and the means by which student assessment will be conducted. Members of the Commission have been appointed by the Governor, Legislature, and Commissioner of Education and include: parents, educators, representatives of business and industry and members of the Legislature. The Commissioner of Education and the Lieutenant Governor serve as co-chairmen of the Commission. The Commission is a public body, subject to the provisions of law, which actively seeks broad public input before preparing its recommendations.

What are the performance standards to which the school-improvement and educational accountability plan refers. How will they be developed

Performance standards are measureable levels of achievement for performance that will establish benchmarks for assessing the progress of schools. State goals and performance standards that are consistent with these goals will be established by the Florida Commission on Education Reform and Accountability. A set of Initial Core Performance Standards with desired performance levels identified against which the data from schools' Initial Needs Assessments will be analyzed.

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The proposed School Improvement and Educational Accountability Plan calls for defining what Florida students need to know and understand to be prepared for the challenges of the 21st century. Please explain what this process means and how it will be accomplished.

The establishment of an effective school-improvement plan requires the identification of the basic mission of the public schools. One way of expressing this mission is to define student outcomes that are desired by Florida citizens that will reflect what properly educated students will know and be prepared to do when their formal education is completed.

The establishment of essential student outcomes and course proficiencies that ultimately will guide local school districts in curriculum design and development will be approved by the Florida Commission on Education Reform and Accountability. It is estimated that the process will take approximately one year to complete and, when finished, will provide a comprehensive set of student outcomes for Florida's schools.

How will you assess students without additional written tests?

The assessment of students to determine the extent to which they meet desired outcomes and established standards will be accomplished through a variety of assessment techniques and instruments. Although written tests will be a part of this assessment process, the process will not rely exclusively upon this technique. Portfolio assessment has shown promise in some states as a useful way to determine how well students are progressing. The assessment process will focus upon the criteria established by the performance standards and will be developed by the Florida Commission on Education Reform and Accountability.

How will the role of DOE change under the new school-improvement and educational accountability plan?

The traditional, primary role of the Department of Education has been to regulate or oversee local school districts and to manage a large array of categorical programs. While some monitoring will continue under school improvement and educational accountability, fewer but more significant indicators of school and district effectiveness will be assessed. Instead, the Department's focus will shift to providing assistance and service to school districts and individual schools in facilitating the school-improvement process. Training is under way for staff members who are making the change in role from monitoring compliance to providing assistance.

What is the role of the School Advisory Council and how will the Council function?

The School Advisory Council actually is an extension of the current concept of school advisory committees that many districts and schools have established under the provisions of s.229.58, Florida Statutes. The council is composed of parents and school staff. The role of the council is to oversee the school's improvement plan and present periodic progress reports to the school community and the school district.

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Florida's System of School Improvement and Educational Accountability Overview of Legislation

This legislation creates a new system of school improvement and educational accountability intended to return the responsibility for design of instructional programs and improvement of schools to those closest to the students: the schools, teachers, and parents. Thus, the focus is directed away from educational processes and upon student outcome as the means for assessing program effectiveness.

The Commission

The Commission on Education Reform and Accountability is created to recommend details of the program to the Legislature and the State Board of Education and to monitor implementation. The 23 members, appointed by the Governor, Commissioner of Education, Speaker of the House and President of the Senate, represent education, business, parents, and government. The Commission will hold public hearings and create advisory bodies as needed to accomplish its work.

Goals and Standards

The system of school improvement and accountability is based upon seven broad goals, established by the legislation. These goals are somewhat similar to the national goals. They address:

- readiness to start school;
- graduation and readiness to begin work and postsecondary education;
- student performance;
- learning environment of the school;
- school safety and environment;
- teachers and staff; and
- adult literacy.

The state sets performance standards within each goal.

School-Improvement Process

Over the next two years, each school and district will implement individual school improvement plans developed and approved by councils of parents, teachers, students, community members and administrators. The plans are designed to enable schools to meet locally established goals that are compatible with the state goals. In subsequent years, schools will report annually on how they progress toward these goals, as well as how they measure compared to state performance standards.

School boards and the state Department of Education provide technical assistance to schools that are unable to show progress toward their goals. After three years of such assistance and intervention, schools that do not show progress will come to the State Board of Education for appropriate action.

Flexibility and Local Control

Unlike other states that have developed statewide accountability programs, Florida initiated its system by relinquishing state control in several areas.

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To give schools and districts maximum flexibility and authority to design local instructional programs and choose the best expenditures of public dollars, the legislature held in abeyance the statutory program requirements of categoricals such as PREP, PRIME, and Writing Skills. In addition, funds previously required to be maintained in separate accounts solely for expenditure in those categorical programs were added to the FEFP, which ensures districts greater flexibility and less paperwork. Further the legislature gave school boards the authority to request waivers from statutes and rules if needed for school improvement.

Other Components of the System

In addition to the standards of performance, the State Board of Education will adopt other components of the system, including the tests, surveys, and other assessment measures used to determine progress of schools and the design of the School Report Profile, which is needed to inform the public of how schools and students are performing.

The Accountability Commission will have the opportunity to report to the Legislature on issues related to reshaping graduation requirements and the length of the school day. The Commission will also design a system for reporting on community services available in support of individual schools.

School districts will be able to hold the state accountable by reporting on the adequacy of the development of this system of accountability.

First Six Months Needs Assessment

Before November 1991 all school districts were required to develop a needs-assessment and a needs-response plan for each school to give the Legislature an accurate assessment of financial and programmatic needs today.

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SCHOOL IMPROVEMENT and EDUCATIONAL ACCOUNTABILITY BILL **Highlights of Legislation passed May 8, 1991**

CS/SB 2054 & 1504
Enrolled

[* =page of Bill]

Intent

The intent of the Legislature is to provide clear guidelines, or a "Blueprint 2000", which:

- establishes the district school board as responsible for school improvement and the individual school as the unit for accountability;
- returns the responsibility for education to those closest to the students -- the schools, teachers, and parents. (*pages 3 - 4)

State Education Goals

Seven broad goals are placed in law:

- Readiness to start school
- Graduation rate and readiness for postsecondary education and employment
- Student performance
- Learning environment
- School safety and environment
- Teachers and staff
- Adult literacy (* pages 4 - 5)

Commission

Florida Commission on Education Reform and Accountability is established with 23 members appointed by the Governor, Commissioner, Speaker, President:

- Commissioner of Education
- Lt. Governor
- 3 House members
- 3 Senate members
- 3 business persons
- 3 parents
- Dean
- 3 teachers
- School Board member
- Superintendent
- Principal
- Expert in testing and measurement
- Vocational Educator

(* pages 13 - 14)

Persons serving on Commission to Improve Schools and Simplify Education Reports may be considered for appointment to the new Commission. (* page 34)

Commissioner and Lt. Governor are co-Chairman; Vice Chairman is elected and serves in absence of co-Chairman. (* page 14)

Members must be appointed within 30 days of bill becoming law. (* page 14)

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Duties of commission:

- Oversee the development, establishment, implementation, and maintenance of an accountability system (* pages 16-17)
- Review the results of school needs-assessments. (* pages 17 - 18)
- Hold at least 10 public hearings. (* page 17)
- By 06/01/92 recommend to Legislature and State Board of Education:
 - performance standards
 - methods for measuring and reporting progress
 - methods for recognizing success
 - assistance/intervention
 (* pages 118 - 19)
- Review and analyze needs assessment data and report to the Legislature by 01/01/92. (* page 7)
- By 01/01/92 recommend to Legislature:
 - minimum number of credits, subjects and courses
 - credit hours
 - length of high school day
 - number of periods per day
 (* pages 17 - 18)
- When accountability system is in place, recommend repeal of laws that stand in the way of school improvement. (* page 19)
- Submit an annual report to the Legislature, governor, and State Board of Education by October 1 of each year. (* pages 20 - 21)

Details of organization and staffing provided (* pages 19 - 20)

Needs-Assessment

Each school will do an initial needs-assessment and needs-response plan to be reported to the Commission by 11/01/91. (* page 6)

Components of the needs assessment are designated: by 06/01/91, the format will be provided by Commissioner. (* page 6)

List of data topics provided such as status on goals, student performance data, demographic characteristics, per-student expenditures. (* pages 6 - 7)

Performance Standards

The Commission shall appoint a committee to address the development of performance standards. (* page 16)

The Commission shall identify an initial core of performance standards for use in the analysis of the needs-assessment by 11/01/91. (* page 7)

Performance standards shall be adopted by the State Board of Education by 09/01/92. (* page 11)

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School-Improvement Plans

Each school will develop a school-improvement plan for approval during the 1992-93 school year and implement the plan in 1993-94. (* pages 29 - 30)

These plans shall be designed to implement state education goals and student performance standards, shall be based on a needs-assessment; shall include goals, performance standards, strategies, and evaluation procedures. (* page 29)

A process for school-board approval of school-improvement plans will be developed, and the Commission will assist in the event a plan can not be approved. (* page 30)

In the event a school fails to develop or implement a plan, the DOE will provide a team to intervene and produce the plan. The public will be notified of this fact. (* pages 10 - 11)

Beginning July 1, 1993, districts in which schools still do not have a plan will not receive any funds from the lottery. (* pages 10 - 11)

Definition of Adequate Progress

The Commission will recommend definition of "adequate progress". (* page 18)

Assistance and Intervention

Each school district will develop a plan of assistance and intervention for any school that should fail to make adequate progress toward meeting the goals and performance standards of its school-improvement plan. (* page 30)

Failure to Improve

For any school that should fail to improve after three (3) consecutive years of assistance and intervention, the school board will notify the Commission that the school is not making adequate progress. (* page 30)

School "Report Profiles"

The Commission will recommend to the Legislature methods for reporting to the public on the progress of schools, school districts, and the state toward state and local goals. (*pages 18 and 19)

First "school report profiles" will be required in the 1994-95 school year. (* page 30)

The Commissioner shall issue "Status of Education" reports in 1992 and 1993. (* page 10)

The Commission shall recommend methods for reporting the status of children and families and community services available in each school district -- "community report cards." (* pages 18-19)

Rewards and Recognition

The Commission shall recommend methods for recognizing schools that make progress toward the goals and shall consider the development of incentives. (* page 19)

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Repeal of Laws and Temporary Relief of Regulation

If in the opinion of the Commission an adequate system of accountability is in place to protect the public interest, the Commission may begin to recommend to the Legislature the repeal or revision of statutes, rules, and policies that the commission finds in the way of school improvement. (* page 19)

During the transition period when the commission is formulating its recommendations and the accountability system is being put in place, the Legislature may authorize exceptions to laws pertaining to fiscal policies. Statutes governing programs that are not funded in the General Appropriations Acts of 1991, 1992, and 1993 will be held in abeyance. (* pages 11 - 12)

School boards may request waivers from certain rules and statutes in order for schools to implement school improvement plans. A process is put in place for approving waivers. (* pages 12-13)

School Advisory Councils

School advisory "committees" are properly redesignated as "councils" and are required for every school except in districts of 10,000 or fewer students may have district advisory councils. Councils are to participate in developing and evaluating school-improvement plans. District-level advisory councils, formerly required, are now optional. (* pages 25 - 26)

Business Involvement

The Commission is given the responsibility of involving the business community by encouraging them to provide training for school advisory councils, teachers, principals, district administrators, and school-board members. (* page 17)

Duties of the Commissioner of Education

The Commissioner is responsible for implementation of the accountability system. (* pages 8 - 9)

Methods will be developed for feedback to the Commissioner on local perceptions of the accountability system. (* page 9)

As Co-Chairman of the Commission, the Commissioner will personally make an annual report to the Legislature. (* pages 9 - 10)

The Commissioner shall make an initial report to the Legislature by January 1, 1992 on the costs of an accountability system, role of student assessment and management information systems. (* page 33 - 34)

Funding

A portion (\$4 up to \$9.50) of the net revenues from the lottery are to be distributed to each school district and are to be used for enhancing school performance through implementation of school-improvement plans. (* page 35)

Sundown Review and Repeals

The Commission on Education Reform and Accountability and the school advisory councils will be repealed on October 1, 2000, thus providing the Legislature an opportunity to review and evaluate the effectiveness of "Blueprint 2000". (* page 35)

Repeals the Board of Public Schools, the Accountability Act of 1976, and the requirement for annual reports. (* page 34)

Comparison of National, Regional, and State Goals For Public School Education

State Goals of Blueprint 2000	National Education Goals	Southern Regional Education Board Goals
<p>The following statewide education goals were passed in statute by the 1991 Florida Legislature (Committee Substitute for Senate Bills 2054 and 1504).</p>	<p>On March 29, 1990, the Governor and Cabinet, sitting as the State Board of Education, accepted these national education goals developed by the National Governor's Association:</p>	<p>In May 1989, the Florida Legislature adopted by resolution the following goals for public education, which were developed by the Southern Regional Education Board:</p>
<p>1) Readiness to start school -- All communities and schools will collaborate to prepare children and families for children's success in school.</p>	<p>Readiness to start school -- By the year 2000, all children in America will start school ready to learn.</p>	<p>Readiness to start school -- All children will be ready for the first grade.</p>
<p>2) Graduation rate and readiness for postsecondary education or employment -- All students will graduate and be prepared to enter the workforce and postsecondary education.</p>	<p>School completion -- By the year 2000, the high-school graduation rate will increase to at least 90 percent.</p>	<p>School completion -- The school dropout rate will be reduced by one-half. Four of every five students entering college will be ready to begin college-level work.</p>
<p>3) Student performance -- Florida students will successfully compete at the highest levels internationally and be prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.</p>	<p>Student performance -- By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy. By the year 2000, U.S. students will be the first in the world in mathematics and science achievement.</p>	<p>Student performance -- Student achievement for elementary and secondary students will be at national levels or higher. Significant gains will be achieved in the mathematics, sciences and communications competencies of vocational-education students.</p>

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State Goals of Blueprint 2000	National Education Goals	Southern Regional Education Board Goals
<p>4) Learning Environment- School boards will provide a learning environment conducive to teaching and learning that includes sequential instruction in mathematics, science, reading, writing, and the social sciences and appropriate educational materials, equipment, and pupil-teacher ratio.</p>		<p>Schools will have improved performance and productivity demonstrated by results.</p>
<p>5) School safety and environment -- Communities will provide an environment that is drug-free and protects all students' health, safety, and civil rights.</p>	<p>Safe, disciplined, and drug-free schools -- By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.</p>	
<p>6) Teachers and Staff -- School districts and the state will ensure professional teachers and staff.</p>		<p>Teachers and staff -- Salaries for teachers and faculty will be competitive in the marketplace, will reach important benchmarks, and will be linked to performance measures and standards. All institutions that prepare teachers will have effective teacher education programs that place primary emphasis on the performance of graduates.</p>
<p>7) Adult Literacy -- Every adult Floridian will be literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.</p>	<p>Adult literacy and lifelong learning -- By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.</p>	<p>The percentage of adults who have attended college or earned 2-year, 4-year or graduate degrees will be at the national averages or higher. The quality and effectiveness of all colleges and universities will be regularly assessed, with particular emphasis on the performance of undergraduate students.</p>

State Goals of Blueprint 2000	National Education Goals	Southern Regional Education Board Goals
		Other: Florida will maintain or increase the proportion of state tax dollars for schools and colleges while emphasizing funding aimed at raising quality and productivity.

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Timetable for Florida's System of School Improvement and Educational Accountability

1991-1992 School Year

☐ District and School Improvement Teams formed. Planning begins for School Improvement and Educational Accountability.

☐ Training and developing a statewide support system required to implement an outcome-based School Improvement and Educational Accountability System.

☐ November 1, 1991 - As of this date, each school completed an initial needs-assessment/data collection and needs-response plan to be reported to the Florida Commission on Education Reform and Accountability.

☐ November 1, 1991 - As of this date, the Commission identified an initial core of performance standards for use in the analysis of the needs assessment/data collection.

☐ November 14, 1991 - A statewide forum to create awareness of the school-improvement process, particularly the message that everyone is responsible for school improvement, was broadcast on the *Florida Crossroads* program.

☐ November and beyond - Local school districts, in collaboration with the Florida School Board Association, community-education coordinators, district school-improvement teams, school volunteer and business partnership associations and others, began to host local representatives of the community and address their own roles and responsibilities in school improvement

☐ January 1, 1992 - The Commission prepared a summary report based on analysis of the needs-assessment/data-collection information from school districts and presented it to the 1992 Legislature.

☐ September 1, 1992- Performance standards are adopted by the State Board of Education.

1992-1993 School Year

☐ Training and technical assistance provided in conducting needs-assessment, developing school-improvement plans, and developing and implementing district plans.

☐ Each school develops an approved school-improvement plan.

☐ July 1, 1993 - Districts in which every school still does not have a plan will not receive funds from the lottery.

1993-1994 School Year

☐ Every public school in the state shall have a school-improvement plan fully implemented and operational by the beginning of the school year. First year of implementing school-improvement plans.

☐ Training provided for implementing changes in curriculum and instruction.

☐ School Report Profiles on student outcomes begin.

☐ District Progress Reports to Commissioner and State Board of Education begin.

☐ 1996 - Local school boards notify the Florida Commission on Education Reform and Accountability and the State Board of Education of any school that does not make adequate progress toward meeting the goals and standards of a school-improvement plan.

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Selected Bibliography

Barth, Roland S. (1990) *Improving Schools from Within*. San Francisco, California: Jossey-Bass Publishers.

Although much has been written about school reform in the past decade, insufficient attention has been given to the important relationships among the adults within the school and to a consideration of how their abundant trapped energy, inventiveness, and idealism might be encouraged. This book addresses this deficiency by emphasizing schooling's fundamental purpose -- learning for everyone. Chapter 1 discusses the widespread lack of confidence and the primitive, depleting relationships among school staff. In Chapter 2, the relationship between teachers and administrators is closely examined. The third chapter considers collegiality and its importance in promoting learning and improving schools. Chapters 5 and 6 discuss teachers and principals as adult learners, examine sources of resistance to serious engagement in learning, and suggest ways to remove these obstacles by rearranging some persistent elements of school culture. Chapter 7 discusses the author's work with principals' centers, and chapter 9 deals with the extraordinary benefits of writing about practice. Chapter 9 addresses the complicated relationship between universities and schools and offers ideas for a more fruitful collaboration. Chapter 10 considers school leadership, arguing that everyone within a school is capable of leading and becoming an active member in "a community of leaders." The final two chapters discuss the importance of vision in improving schools. An index is included.

Barth, Roland (1980). *Run, School, Run*. Cambridge: Harvard University Press.

This is an account of one elementary-school principal's experiences in attempting to provide a pluralistic education. Drawing on actual school occurrences, Barth identified issues central to elementary education: pupil evaluation, discipline, and the instructional program. The chapters on staff development and promoting principal effectiveness are particularly interesting. The author's commitment to encouraging the uniqueness of his students and staff pervades each chapter. Barth attempts throughout the work to enlarge the number of alternative solutions to educational problems by offering ideas that combine theory and practical experience. Barth's fresh insights make his book a valuable contribution to the field of education. Highly recommended for libraries serving students of education or teachers and administrators.

Beyer, Barry (1988). *Developing a Thinking Skills Program*. Boston: Allyn Bacon.

Suggests basic principles to guide the construction of an integrated sequential guide for thinking-skills instruction throughout the K-12 curriculum. Strategies emphasize introducing and reinforcing cognitive operations such as information processing, problem-solving, critical thinking, and decision-making.

Brandt, Ron (1987). "On Cooperation in Schools; A Conversation with David and Roger Johnson." *Educational Leadership*, 45 (3), pp. 14-19.

Developing cooperative structures such as cooperative learning in classrooms, collegial teacher support groups, and collegial administrative relationships within the district will contribute to school effectiveness. Necessary elements are positive interdependence, face-to-face interaction, individual accountability, social skills, and group processing.

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Brookfield, Stephen D., (1990) *Understanding and Facilitating Adult Learning*. San Francisco: Jossey-Bass Publishers.

In his new book, Stephen D. Brookfield critically examines and analyzes current approaches to adult learning, presents a comprehensive review of how adults learn, and proposes ways to develop more creative, up-to-date adult-education programs. He offers, a new concept of facilitation to enhance the value of adult education and presents extensive case examples of innovative and successful programs from a wide variety of settings including four-year institutions, businesses, community development programs and professional education.

The author reports on the success and difficulties of programs that use andragogical practices, highlighting these programs' key features as well as the problems facilitators may face when adopting andragogical methods. He goes on to identify the methods that are the most effective in the principal formal and informal settings of adult learning such as universities and community action groups. He shows facilitators how to structure programs that meet the needs of these different settings and avoid the problems that may arise when trying to use one type of program for all situations. Brookfield also includes a comprehensive evaluation process to help facilitators assess the effectiveness of their programs.

This book represents a variety of settings -- college and university campuses, vocational training programs for business and industry, continuing professional education programs, community-action groups, adult-literacy programs, and informal learning networks.

Brophy, Jere & Good, Thomas (1986). "Teacher Behavior and Student Achievement." In Merlin Wittrock (Ed.), *Handbook of Research on Teaching*, 3rd Edition, pp. 328-375. New York: Macmillan Publishing Company.

This paper reviews research on school effects and teacher effects on student achievement. In general, academic learning is influenced by the amount of time that students spend engaged in appropriate academic activities. Students learn more efficiently when their teachers instruct them actively by structuring new information and helping them relate it to what they already know, and then monitoring their performance and providing corrective feedback through recitation, drill, practice, and application activities. Schools that foster progress in academic achievement tend to be those that place a high priority on achieving and adopt high but realistic expectations, coordinated instructional efforts, and periodic assessments of progress. Elements that lead to success in the traditional whole-class instruction approach are discussed at length.

Adaptations of those elements for grade level, subject matter, and student socioeconomic status/ability/affect are pointed out. Research on the following topics is also discussed:

- conceptual change teaching;
- teaching cognitive strategies;
- mastery learning;
- individualized/adaptive instruction;
- computerized instruction; and
- effective instruction in special education and resource room situations.

An extensive list of references is included.

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Costa, Arthur (1985). *Developing Minds: A Resource Book for Teaching Thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.

This 10-part resource book contains 54 articles that address topics related to helping students become effective thinkers. The articles are organized under these categories:

- the need to teach students to think;
- creating school conditions for thinking;
- definitions of thinking (including goals for a critical thinking curriculum);
- a curriculum for thinking;
- how thinking pervades the curriculum;
- teacher behaviors that enable student thinking;
- teaching strategies intended to develop student thinking;
- programs for teaching thinking (providing criteria for examining any curriculum to enhance intelligent functioning, describing many of the major programs designed to develop the intellect, identifying the audience for whom each program is intended, and distinguishing among the several theoretical and philosophical assumptions on which each is based);
- computers and thinking; and
- assessing growth in thinking abilities.

Additional articles are presented which provide resources for teaching thinking. Other resources (in 10 appendices) include a glossary of cognitive terminology, questions for system planners, overhead transparency masters, and various checklists and observation forms.

Cuban, Larry. (1984). *How Teachers Taught*. White Plains: Longman, Inc.

Historical information about how teachers have taught over the past century was reviewed to determine what patterns of teacher behavior have persisted over time, despite reformers' efforts to change them. Although there were periods of change during the 1920s and the 1960s, teacher-centered instruction reasserted itself after reform efforts weakened.

De Bono, Edward. (1985). *Six Thinking Hats*. London, England: Penguin Books.

DeBono describes his book: "What I am putting forward in this book is a very simple concept that allows a thinker to do one thing at a time. He or she becomes able to separate emotion from logic, creativity from information, and so on. The concept is that of the six thinking hats. Putting on any one of these hats defines a certain type of thinking. In the book I describe the nature and contribution of each type of thinking.

"The six thinking hats allow us to conduct our thinking as a conductor might lead an orchestra. We can call forth what we will. Similarly, in any meeting it is very useful to switch people out of their usual track in order to get them to think differently about the matter at hand. It is the sheer convenience of the six thinking hats that is the main value of the concept."

Elmore, Richard. (1990). "On Changing the Structure of Public Schools." In Richard Elmore, Ed., *Restructuring Schools*. Oakland: Jossey-Bass.

As part of its school restructuring work with states, the National Governors' Association sponsored a March 1988 working meeting of experts to define dialogue among these groups. The meeting concentrated discussion on early state and district efforts. This essay summarizes the session's major themes, identifies school restructuring obstacles, outlines emergent strategies in use, and offers guidance to state-level policymakers. Challenges to schools include student performance, the crisis in the supply of teaching talent, and accountability. According to participants, many internal obstacles to change exist, including an unwarranted sense of safety and security in the present structure, educators' hesitancy to become responsible for standards and success criteria, treatment of the teaching and learning task as less important than one's role in the system, unwillingness to take risks, and the difficulty of connecting reform proposals to everyday school life. External constraints against school-level change are:

- an already crowded policy agenda;
- competing and conflicting reform messages; and
- unrealistic implementation schedules.

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Next, ways to promote public awareness, fit "little tries" into comprehensive plans, and cope with middle-management behavior are discussed. Finally, examples of state strategies from Arkansas, Maine, Massachusetts, and Washington are presented. States have generally chosen a project-grant-and-waiver strategy relying heavily on school-level initiative. Challenges facing states also are summarized.

Fisher, C. Berliner, D. Philby, N. Marliave, R. Cahen, L. & Dishaw, M. (1980). "Teaching Behaviors, Academic Learning Time, and Student Achievement: An Overview." In C. Denham and A. Lieberman (Eds.) *Time to Learn*. Washington, DC: National Institute of Education.

A model is used to show that teaching behaviors that influence student learning have five interrelated functions: diagnosis, prescription, presentation, monitoring, and feedback. Fourteen major findings from field research report relationships between academic learning time and student achievement, and a relationship is shown between teaching processes and classroom environment in relation to student learning.

Four major questions are addressed in this research report:

- What is the relationship between student academic learning time and student achievement?;
- What are the relationships between teaching processes and academic learning time?;
- Are teaching processes, academic learning time, and student achievement related to student attitudes?; and,
- Are instructional variables related to retention of achievement over the summer?

An Academic Learning Time Model of classroom instruction is presented. Design, instrumentation, and data-collection methods of this research project are outlined. Analyses of the joint relationships among the variables -- teaching processes, academic learning time, and student achievement--are presented, as well as analyses of student attitudes and retention of achievement.

Hansen, John, and Liftin, Elaine (1991). *School Restructuring, A Practitioners' Guide*. Swampscott, Mass.: Watersun Publishing Company Inc.

The guide explains how to perform a comprehensive analysis to determine what students need to know to function effectively in the 21st Century and provides the guidance and tools to do the job. Authored by leading educators who are currently active in school restructuring, the book begins by exploring restructuring from the perspectives of one of the nation's most highly regarded superintendents, a teacher's union leader, school site personnel, and an outside consultant or "change agent."

Then, in Part II, proven ideas and guidelines for planning, implementing and maintaining your restructuring program are offered. The reader learns how to:

- collect and analyze the necessary data;
- determine needs, problems, strengths, assets and resources;
- develop your school's mission to plan restructuring events and activities;
- keep the process on course to manage conflict and increase collaboration;
- ensure effective communication to utilize outside-human resources and technology;
- maintain the restructured school so that its mission and goals remain relevant.

McCall, M., Lombardo, M., Morrison, A., (1988). *The Lessons of Experience: How Successful Executives Develop on the Job*. Lexington, Massachusetts; Lexington Books, D.C. Heath and Company.

Clearly written and full of easy-to-access checklists, tables, and summaries, *The Lessons of Experience* presents concrete ideas for creating, implementing, and improving components of an overall executive development program. Throughout this book, the reader will find suggestions and insights that will be of immediate practical use in the organization. The authors discovered, for example, that certain jobs and assignments were better than others as learning experiences. The reader will learn here how to evaluate the developmental value of

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already existing jobs in the organization and how to create developmental jobs if none currently exist. The authors also show how companies can create a talent pool of high-potential individuals and what should be done to access and cultivate the careers of these people. In short, *The Lessons of Experience* shows how to select the best people and see that they gain the skills and experience they'll need to successfully lead the company into the future. And on a more individual level, managers eager to advance their own careers will find this book not only inspirational, but also a constant source of advice on how to develop their own skills and use the assignments available to them to the fullest advantage.

Rogers, Luther R. and Ahearn, Charles E. (1991). "Blue Ribbons to Blueprints: Florida's Vision for the Year 2000." Florida Department of Education, Office of Organizational Development and Educational Leadership.

An historical perspective of Florida's continued quest for educational excellence is outlined in this article. This overview cites the five recommendations made by the blue ribbon committee appointed by Governor Ruben Askew in 1971 as the directional signals taking Florida into the next century. Legislation is referenced that was written in response to the committee recommendations:

- that funds be allocated to schools based on the needs of students;
- objectives for schools be set at schools;
- budget decisions be made at the school;
- that organization for instruction be determined at each school; and
- that parents be involved in school-level decision making.

The article clearly delineates a series of causally connected events leading from the early 1970s to the accountability legislation developed by the 1991 Legislature. A comprehensive support system for change describes educational accountability as a mutual responsibility.

Schlechty, Phillip C. (1990). *Schools for the Twenty-First Century - Leadership Imperatives for Educational Reform*. San Francisco, California: Jossey-Bass Publishers.

If America's schools are to meet the needs of the 21st Century, they must be reinvented and restructured. This book is no restructuring cookbook, but is designed to provide ingredients that may be useful in inventing recipes to satisfy local tastes. Chapter 1 discusses purpose in the life of organizations, concentrating explicitly on purpose in schools. Chapter 2 shows what historical influences have shaped the purpose, vision, and structure of schools. Chapter 3 discusses the need to reformulate school purpose and the consequent visions that will guide school restructuring. Chapter 4 relates one vision of schools' restructuring efforts in terms of participatory leadership, accountability, and assessment of schools in general. Chapter 5 provides a framework for considering the structural elements needing to be changed if schools are to become more responsive to the needs of children and society. In Chapter 5, change is discussed from a marketing perspective. The remaining chapters treat various problems associated with promoting change in schools, beginning with conceptualizing and sharing a compelling vision and ending with strategies for sustaining improvements once they are in place. Also covered are participatory leadership, results-oriented management in schools, methods for creating a policy framework to ensure flexibility, and other subjects related to school restructuring. An index is included.

Snyder, K., and Anderson, B., (1986). *Managing Productive Schools: Toward an Ecology*. Orlando, Florida: Academic Press.

Intended for use by graduate students in educational administration and supervision as well as by practicing school administrators, this book is a guide to the most effective practices surrounding the school principalship.

Ideas in the book reflect current views of good management, including systems approaches, participative and collaborative decision-making, and contingency theory. Central to the book is the theory that each school is an ecological system containing six separate but interdependent subsystems: leadership, management, program, organization, performance, and school

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development. Collaborative endeavor — a healthy relationship between the subsystems -- is necessary for the school to thrive as an organization in pursuit of new knowledge and new skills. Chapters 1 and 2 provide a fresh perspective on the principalship and develop the concept of an ecosystem. The following chapters examine in detail the various subsystems: chapter 3, leadership; chapters 4 and 5, goals (concepts and methodology); chapters 6 and 7, organization (organizing and developing work groups); chapter 8, performance; chapters 9, 10, and 11, program (a learning focus, student learning, and staff learning); and chapters 12, 13, and 14, management (influence systems, supervisory influence, and quality control). An appendix provides a simulation of personal management planning. Numerous figures and tables are provided, and an extensive bibliography is appended.

Zemke, Ron, and Bell, Chip, (1990). *Service Wisdom: Creating and Maintaining The Customer Service Edge*. Minneapolis, MN: Lakewood Brooks.

Distinctive customer service: It's that extra "edge" some companies have that turns customers into devotees. Today, more than ever before, the delivery of distinctive service is recognized as a key element in the success of any organization that wants to survive in an increasingly competitive marketplace.

Service Wisdom brings together the latest, most thought-provoking articles on achieving and maintaining superior customer service written by the best thinkers on the subject. Compiled by Ron Zemke, editor of *The Service Edge Newsletter*, senior editor of *TRAINING* magazine, noted business consultant and behavioral scientist, and Chip R. Bell, consultant in service management, leadership training, and team building. This volume offers ideas the reader can use to develop customer-service standards and inspire employees to deliver quality service for the company.

Service Wisdom shows how to:

- Respond to your customers' needs;
- Develop a service strategy;
- Set standards and measure performance;
- Train and empower employees;
- Recognize achievement;
- Overcome customer disappointment;
- Create a service culture in your organization;

In addition to the provocative insights of authors Zemke and Bell, *Service Wisdom* contains invaluable guidance from:

- Tom Peters on executive commitment to service.
- Theodore Levitt on fostering the buyer-seller relationship.
- Leonard L. Berry on maintaining quality service.
- Stew Leonard on his own brand of customer service.

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Glossary: WORKING DEFINITION OF TERMS

ASSESSMENT: A process or strategy at the classroom, school, district or state level designed and implemented to evaluate progress toward meeting a performance standard.
(NOTE: A study is currently being conducted to identify the most effective student assessment techniques currently in place around the nation. This study is designed to provide the Accountability Commission with some of the information necessary to develop Florida's assessment plan.)

BLUEPRINT 2000: Referred to in the intent language of the Accountability Law as the process outlined in law for returning the responsibility for education to those closest to the students; that is, the schools, teachers and parents.

DETERMINATION OF ADEQUATE PROGRESS: A level of improvement in schools based upon the difference between a school's current performance and performance levels required by the standards established by the Accountability Commission. Adequate progress in closing the gap between "what is" and "what should be" cannot be determined until performance standards are in place, comprehensive school needs assessments are conducted, and school advisory councils have cooperatively developed a School Improvement Plan.

FEEDBACK REPORT: A report designed by the Florida Commission on Education Reform and Accountability and recommended to the State Board by January 1992 for publication by July 1992 and annually thereafter by the Commissioner of Education. The report shall include, but not be limited to, information pertaining to the accuracy of data collection and analysis, the ability of the Department of Education to assist school boards in emphasizing reporting on individual school improvement and progress while minimizing comparisons between schools, the effectiveness of training and technical assistance provided by the Department of Education, and the effectiveness of the waiver process established in Section 229.592(6), F.S.; and recommendation for improvement.

INITIAL NEEDS ASSESSMENT: The first phase of the accountability legislation is the Initial Needs Assessment which has two components:

- **Data Collection** -- A summary of information relating to schools and students based upon 1990-91 data.

- **Needs-Response Plan** -- A general description of the actions that need to be taken by the district and schools to reduce the needs as indicated by an analysis of the data in relation to the state's education goals. The District Needs Response will summarize the schools' actions and estimate the costs necessary to implement the actions identified by the schools. The Initial Needs Assessment phase shall conclude with a report to the 1992 Legislature describing the status of public education in Florida. Identifies needs (gaps between "what is" and "what should be for results"), places them in priority order, and selects the needs to be reduced or eliminated.

NEEDS ASSESSMENT: Identifies needs (gaps between "what is" and "what should be for results"), places them in priority order, and selects the needs to be reduced or eliminated.

PERFORMANCE STANDARD: A measurable objective that specifies an outcome at a level (student, school, district, state or national) that fulfills or partially fulfills a goal.

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PUBLIC REPORTING -- FORMAT: A process designed by the Accountability Commission for schools to publicly report performance data. In the fall of 1992 and 1993 the Commissioner of Education shall prepare a written report on the status of Florida's educational system and publicly distribute this report. Beginning in November 1994 each school will publish a report on the performance of students in relation to state performance standards in a format described by the Accountability Commission.

SCHOOL ADVISORY COUNCIL: A group composed of teachers, students, parents and other citizens who are representative of the ethnic composition of the school who are nominated by the school and appointed by the District School Board for the purpose of assisting with the preparation, implementation and evaluation of a School Improvement Plan.

SCHOOL IMPROVEMENT PLAN: A coordinated school-level plan of action, based upon a comprehensive needs assessment, which includes at least the following elements:

- Goals
- Needs Assessment
- Indicators of Student Progress
- Strategies and Activities
- Evaluation Procedures

STATE GOAL: "Blueprint 2000," Florida's School Improvement and Educational Accountability legislation, contains seven state goals. These goals are statements of intent expressed in global terms and designed to provide a direction or focus for achievement in Florida's educational program.

STUDENT OUTCOMES: Student outcomes are the results achieved by individual or groups of students upon the completion of an educational experience, activity or program.

(NOTE: State Curriculum Guidance is a developing system that merges existing curriculum components [e.g., frameworks, student performance standards, intended course outcomes, standards of excellence] with important new elements that will stimulate and give direction for curriculum development at the local level.)

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Part II Stakeholder Guides

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How will TEACHERS Benefit From School Improvement and Educational Accountability?

- You will become more involved in decisions affecting your school. Top-down management will give way to front-line decision-making by teams of teachers.
- Paperwork will be reduced, giving you more time for classroom instruction.
- Your role in the system will change and will become more critical. You will be involved in developing the school-improvement plan.
- Your role in the classroom will change. You will have more control of the curriculum in regard to what and how it will be taught.
- You will have more control over time and space. Teachers will determine scheduling and space assignments, working together or in teams. Planning time will be recognized as a basic teaching activity and will be expanded.
- Teachers will now have a process for beginning to work toward a vision of the future for teaching and learning, bringing their concerns, ideas and vision to the public.
- Schools will be safer. Effective schools have clear, firm, and consistent rules of conduct, which are taught to each student.
- You will help develop a learning environment that is safe, nurturing, and supportive of every variety of intelligence, learning style, and culture.
- Your professional role as teachers will be enhanced and strengthened by maximizing your abilities and opportunities to exercise judgment and make decisions, upgrading their work environments, supporting more competitive salaries, implementing higher standards and peer review, and developing better measures of accountability.
- You will be on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- You will make a difference.

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What Can TEACHERS Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of your students and all of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Be willing to take on new and expanded roles as problem-solver, idea-generator, motivator, and program-developer.
- Help develop and maintain a more positive relationship between your school and parents and provide opportunities for parents to get involved in their child's education.
- Support the vision that "learning that is no longer just for children and teaching is no longer done only by teachers."
- Become a risk-taker and change agent and continue to develop your professional growth.
- Continue to challenge your students to learn more than they have in the past and to take responsibility for their own learning.
- Push for higher standards, of your students, your school, and your district.
- Help raise the awareness level among the public that they must understand and face the critical issues facing our education system today.
- Initiate or support efforts to involve members of the public as active participants in schools. Be open to the efforts of parents and volunteers.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your employees to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.

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How will PARENTS Benefit From School Improvement and Educational Accountability?

- As a result of school improvement, your child will:
 - Develop more positive attitudes and behavior.
 - Be better prepared to learn and master fundamental skills.
 - Attend better schools with successful programs and professional teachers and staff.
 - Learn in an environment that is drug-free and protects each child's health, safety, and civil rights.
 - Earn higher grades and test scores.
 - Accomplish long-term academic achievement.
 - Achieve at national and international levels or higher.
 - Acquire knowledge and skills to make economic, social and political choices.
 - Graduate and be prepared to begin postsecondary education and enter the work force.
- By becoming involved in school improvement, you will:
 - Become more involved at home with your child.
 - Improve your relationship with your child.
 - Increase your understanding of your child's development.
 - Increase your understanding of the educational process.
 - Gain a greater influence over your child's education.
 - Become a better teacher of your child at home.
 - Become more involved in your school and community.
 - Receive guidance in helping your child master essential skills.
 - Become better informed of school policies and rules.
 - Have the opportunity to be involved in a real partnership with schools.
 - Share in problem-solving and decision-making.
 - Gain greater access to school-by-school data.
 - See more linkages with health, social-service agencies and schools for healthy students and families.
 - Develop more positive attitudes about your child's schools, your child, and yourself.
 - Be on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
 - Make a difference.

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What Can PARENTS Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of your children and all of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- **Become More Involved at Home:**
 - Spend special time with your child every day.
 - Talk to your child about school.
 - Praise your child for good work in school and good behavior at home.
 - Provide a quiet, well-lighted place for your child to do homework without interruptions.
 - Provide a few basic study tools and reference books, such as pencils, sharpener, paper and dictionary.
 - Establish a regular time for homework and make sure homework assignments are completed. Be sure your child is in school each day and gets there on time.
 - Read to your child regularly.
 - Encourage your child to read. Take your child to the library.
 - Know how your child spends his or her free time.
 - Make sure your child gets plenty of sleep, proper nutrition and lots of exercise.
 - Limit your child's TV viewing.
 - Find out what activities will supplement your child's needs, interests and talents.
 - Encourage your child to practice learning skills in home chores, such as shopping, home and yard care, personal belongings and care of pets.
 - Make school the top priority in your child's life.
- **Become More Involved at School:**
 - Get to know your child's teachers.
 - Talk to your child's teachers regularly about your child's progress.
 - Know your child's school's policies and enforce them at home.
 - Attend school plays, concerts and activities.
 - Volunteer in the classroom.
 - Have lunch with your child at school from time to time, if school policy allows.
 - Make school involvement a priority.
- **Become More Involved in the School Community:**
 - Become a member of the School Advisory Council or Parents Advisory Council and help plan school-improvement activities.
 - Attend Advisory Council meetings.
 - Serve on school-improvement task forces.
 - Familiarize, organize and mobilize parents in the school-improvement process through your PTA/PTO.
 - Actively help to implement the strategies and activities of the school-improvement plan.
 - Support authorization of policies/programs encouraging school-based management.
 - Serve as a resource in the development of published measurable outcomes for students, teachers, and administrators.
 - Press for policy and programmatic reform to link social services with our schools to serve the needs of the students and their families.
 - Become a tutor or mentor/role model for a Florida student.
 - Attend training sessions. The more you know about school improvement, and your role in it, the better.
 - Learn everything you can about school improvement.
 - Call DOE's School-Improvement Hotline at 904/487-8783 for information.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will STUDENTS Benefit From School Improvement and Educational Accountability?

- Schools will be safer. They will be free of drugs and violence and will offer a disciplined environment conducive to learning.
- You will be challenged to learn. You will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography. You will be first in the world in mathematics and science achievement.
- You will be prepared for a world that is changing constantly and rapidly, accelerated by an explosion of technological innovation. You will be taught to make well-reasoned, thoughtful, and healthy lifelong decisions so that you will be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- Many more of you will graduate. The high-school graduation rate will increase to at least 90 percent.
- Learning will be more meaningful to you. You will be taught how to define, develop, and value your own abilities and talents and will be given learning opportunities that will confirm, challenge, and deepen your aptitudes, interests, and insights.
- You will be better prepared to enter college. Your learning experiences in high school will prepare you for college-level work.
- All children will start school ready to learn. Communities and schools will work together to prepare children and families for children's success in school.
- You will be on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- You will make a difference.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can STUDENTS Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of all of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Don't be a passive learner. Become more responsible for your learning and challenge yourself to learn more. Recognize that learning is lifelong and occurs in every aspect of your life enabling you to be self-sufficient, responsible, secure, creative, and involved.
- Recognize that you are a member of the world community. Be concerned and get involved in the future of our planet and our society.
- Shape your own future. It is your right and responsibility to demand that your needs are met and that you share in the accountability for your school.
- Volunteer to tutor or mentor your peers.
- Make education the top priority in your life.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others; and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will PRINCIPALS Benefit From School Improvement and Educational Accountability?

You will gain:

- Students with high levels of academic achievement
- A safe, stimulating school environment.
- Students and staff with positive self-images.
- High morale among students, faculty and staff.
- Students who are ready to take their place in society as good citizens.
- Students with good problem-solving abilities.
- Decreased absenteeism.
- Increased teamwork among faculty, staff and students.
- Staff members who understand and are able to fully carry out decisions after being involved in the process.
- High expectations for success from both staff and students
- Students, empowered by the system, who will generate power for teachers who will generate power for principals who will generate power for the school system and society as a whole.
- The knowledge that you are on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- The knowledge that you are making a difference.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can PRINCIPALS Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of your school's students and all of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Identify barriers to success.
- Create a climate for risk-taking.
- Obtain group support.
- Encourage creative solutions.
- Work with school-improvement team members.
- Decentralize authority.
- Collaborate with those who can help: teachers, counselors, parents, students, business people and the community.
- Be open to the efforts of parents and volunteers.
- Be a good listener.
- Provide access to tools and resources.
- Allot time for individual and small-group discussion among faculty, staff students and parents.
- Believe that people have creative potential.
- Share information.
- Uphold agreements.
- Identify, support, celebrate, and share programs with excellent results. Share your successes with other schools and school districts.
- Find value and purpose in service to others.
- Work on these skills: communication, counseling, community relations, instructional leadership, curriculum awareness, business management, personnel management, facilities and property maintenance, security.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your employees to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.
- Serve on DOE's School Improvement Assistance teams.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will SCHOOL AND DISTRICT SUPPORT STAFF Benefit From School Improvement and Educational Accountability?

At the district level:

- You will hear a new message coming from Tallahassee. Instead of sending a message to regulate your activities, DOE will offer help and assistance to bring about school improvement.
- You will notice a positive difference in your work environment. School improvement activities will require an increase in communication between offices to ensure a unified effort. This increased interaction will contribute to better cooperation and understanding within the district office.
- You may have the opportunity to participate in a variety of training activities that will not only support the school-improvement effort, but will serve as professional development for the individual employee.

At the school level:

- You are likely to see an increase in school volunteerism. As the level of parental and community interest in education increases, so should the number of school volunteers, and the degree to which they are willing to contribute to school services and facility improvement. These contributions will give the volunteer a new appreciation for school operations beyond the classroom.
- You will notice that a more cooperative and friendly environment has begun to take shape at the local school. School and district employees will begin to respect and value each other more, as concern for and dedication to education increases.
- You will be on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- You will make a difference.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can SCHOOL AND DISTRICT SUPPORT STAFF Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Discuss your role in school improvement with your principal or supervisor. Make sure you understand what is expected of you, and let him/her know of any school improvement activities you would like to participate in. Likewise, discuss with your employees their role in school improvement. Suggest ways they might become more involved by taking into consideration their talents and strengths.
- Make sure your employees have a good understanding of school improvement. They may be called upon to answer questions or find someone who can.
- Don't be afraid to tell your principal or supervisor if you think you need to add, delete or revise a task so it better supports school-improvement plans.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your co-workers to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Be open to the efforts of parents and other volunteers.
- Work with education-support groups in your community to support school-improvement efforts.
- Realize that school improvement is an ongoing effort. All stakeholders are learners in the process.
- Attend meetings and activities in which school improvement is a major theme. This might include teleconferences, DOers activities, or events featuring guest speakers.
- Provide accurate, clear and concise information on school improvement to others.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will SCHOOL-BOARD MEMBERS Benefit From School Improvement and Educational Accountability?

- Your principals and teachers will work together to determine what is best for their schools. They will develop a statement of their goals and philosophy to be shared with the entire school community (teachers, students, staff and parents) so they can become aware of and committed to these goals.
- Information provided by the School Profile will help your teachers and principals adjust curricula, instruction, and teaching materials to better serve students and determine how well goals are met.
- Information provided by the School Profile also will help identify strengths and weaknesses within a school, allowing school-improvement teams to plan and make needed improvements.
- School improvement will enhance student achievement and school-community satisfaction.
- Barriers between your principals, teachers, unions and parents will be broken down as leadership and responsibility are shared.
- New ideas and different opinions will be voiced through shared decision-making.
- Shared management and decision-making will promote cooperative relationships between staff and administration, increase collegial support, reduce staff stress and isolation, promote professional growth, and allow schools to tailor their school improvement efforts to their particular needs and goals.
- You will be on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- You will make a difference.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can SCHOOL-BOARD MEMBERS Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of your district's students and all of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Provide leadership for school improvement.
- Implement policies that support and encourage innovation and risk-taking.
- Change the rules, roles, and relationships among teachers, students, parents, and administrators in the interest of providing a better education.
- Be open to the efforts of parents and volunteers.
- Provide staff development for administrators and teachers to acquire knowledge and skills they will need to fill their new roles, and work together effectively.
- Retrain non-teaching professional staff to fulfill new roles as supporters, linkers and technical-assistance providers.
- Emphasize internally and externally that what happens at the school and student-team and teacher-team levels is of greatest importance.
- Take the lead in involving the school board in your school improvement plan and/or district team.
- Develop a local plan to recognize and reward achievement at the school level for all persons, students, staff, teachers, and principals.
- Offer incentives to schools pursuing school improvement, such as grants and extra equipment.
- Waive some district regulations for schools involved in school improvement.
- Establish rewards for effective schools and comprehensive school improvement.
- Serve on DOE's School Improvement Assistance teams.
- Share your successes with other schools and school districts.
- Encourage participation of business and community.
- Develop a local plan for recognition and reward for achievement.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your employees to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.
- Serve on DOE's School Improvement Assistance teams.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will SUPERINTENDENTS Benefit From School Improvement and Educational Accountability?

- Your principals and teachers will work together to determine what is best for their schools. They will develop a statement of their goals and philosophy to be shared with the entire school community (teachers, students, staff and parents) so they can become aware of and committed to these goals.
- Information provided by the School Profile will help your teachers and principals adjust curricula, instruction, and teaching materials to better serve students and determine how well goals are met.
- Information provided by the School Profile will also help identify strengths and weaknesses within a school, allowing school-improvement teams to plan and make needed improvements.
- School improvement will enhance student achievement and school-community satisfaction.
- Barriers that divide principals, teachers, unions and parents will be broken down as leadership and responsibility are shared.
- New ideas and varied opinions will be voiced through shared decision-making.
- Shared management and decision-making will promote cooperative relationships between staff and administration, increase collegial support, reduce staff stress and isolation, promote professional growth, and allow schools to tailor their school improvement efforts to their particular needs and goals.
- You will be on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- You will make a difference.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can SUPERINTENDENTS Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of your district's students and all of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Provide leadership and facilitate improvement efforts.
- Implement policies that support and encourage innovation and risk-taking.
- Change the rules, roles, and relationships among teachers, students, parents, and administrators in the interest of providing a better education.
- Be open to the efforts of parents and volunteers.
- Assign personnel strategically to facilitate school improvement.
- Provide staff development for administrators and teachers to acquire knowledge and skills they will need to fill their new roles, and work together effectively.
- Retrain non-teaching professional staff to fulfill new roles as supporters, linkers and technical-assistance providers.
- Encourage participation of business and community.
- Emphasize internally and externally that what happens at the school and student-team and teacher-team levels is of greatest importance.
- Take the lead in involving stakeholders in your school-improvement plan and/or district team.
- Develop a local plan to recognize and reward achievement at the school level for all persons, students, staff, teachers, and principals.
- Offer incentives to schools pursuing school improvement, such as grants and extra equipment.
- Waive some district regulations for schools involved in school improvement.
- Establish rewards for effective schools and comprehensive school improvement.
- Share your successes with other schools and school districts.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your employees to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.
- Serve on DOE's School Improvement Assistance teams.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will BUSINESS PEOPLE Benefit From School Improvement and Educational Accountability?

You will gain:

- **Workers** capable and ready for success in the marketplace.
- Elimination of an expanding educational underclass.
- A workforce ready to compete in a global economy.
- A "human infrastructure" of superior quality -- a resource as important as energy, transportation and raw materials.
- **Workers** capable of learning continually in a changing workplace driven by scientific and technological advances.
- **Employees** capable of understanding how physical and social systems work, able to work within a complex organizational structure where work groups will often decide what gets done and how.
- Recognition by Florida's citizens that education, economic advantage, and quality of life are mutually dependent.
- Citizens with the ability to determine what they need to know, how to obtain that knowledge and how to make it meaningful.
- A strong work ethic among Florida's citizens and employees with values that will serve higher goals in the interest of society.
- The knowledge that you are on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- The realization that you can make a difference.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can BUSINESS PEOPLE Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Offer to serve on your local improvement team.
- Offer release time for executives and employees to serve as mentors and tutors in the schools.
- Invite school personnel to corporate management training courses or to work with a corporate mentor. Provide training opportunities in goal-setting, managing change, planning, and evaluation. Provide training and summer employment for teachers.
- Support policies and programs that encourage school-based management.
- Become a mentor/role model for a student.
- Serve on your local school advisory council.
- Communicate community and workplace expectations of high-school graduates.
- Serve as a resource in the development of published, measurable outcomes for students, teachers, and administrators.
- Provide opportunities for student on-site visits.
- Advocate policy and programmatic reform that links health and social services with schools to serve the needs of students and their families.
- Provide scholarships for worthy students.
- Provide internship opportunities for students.
- Participate in upgrading curriculum.
- Become involved in your local school district's speaker's bureau.
- Become a board member or contributor to your local school and/or statewide education foundation.
- Ask the hard questions and demand improvement.
- Help spread the word and encourage everyone to become involved.
- Fund and support community-based literacy programs.
- Donate equipment and fiscal support.
- Provide work-based remediation programs as well as job-skills training.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your employees to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.
- Serve on DOE's School Improvement Assistance teams.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will POSTSECONDARY EDUCATORS Benefit From School Improvement and Educational Accountability?

- Students entering postsecondary institutions will be better prepared for entry-level college courses. Far fewer remedial courses will be necessary.
- All students will graduate and be prepared to enter the workforce and postsecondary education.
- Through cooperative partnerships with public schools, you will be able to increase the number and quality of pre-service teachers to educate our public-school students.
- You will have the opportunity to play a major role in addressing state and national education goals by enhancing your partnerships with the public schools.
- Through faculty mentoring programs, teachers could learn state-of-the-art teaching techniques and subject-area information from professors, while professors could learn more about the challenges teachers face in real-world classrooms, thus enabling them to prepare rigorous yet realistic courses of study for pre-service teachers.
- You will be on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- You will make a difference.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can POSTSECONDARY EDUCATORS Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Ask faculty members to serve on district school improvement team.
- Get involved with public schools. Take a leadership role in developing a partnership, a "collegium for excellence," to work together to implement the restructuring agenda.
- Support administrators and faculty who seek to implement change. Provide sufficient influence and resources to overcome the resistance to change, and support staff who are engaged in restructuring.
- Attract and hire faculty members who have an interest in and potential for contributing to the success of the educational restructuring agenda.
- Through partnerships with school districts, operate "Professional Development Schools." These schools can become major laboratories for the preparation of professional educators. Let these schools be the primary workplace for one or more members of the university faculty. These faculty can function as faculty of the school as well as the university. They can collaborate with the school faculty in the identification, implementation, and evaluation of promising new directions for the improvement of the school.
- Enhance student access, especially of minority and disadvantaged students to postsecondary education through programs like "College Reach-Out" and summer activities for high-school students sponsored by the university.
- Strengthen the secondary-to-postsecondary continuum, including reducing the need for remediation at the postsecondary level.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your peers to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will the HEALTH AND SOCIAL-SERVICE COMMUNITY Benefit From School Improvement and Educational Accountability?

You will have the opportunity to:

- Help young people.
- Serve on a team that can substantially improve your local school and thus positively impact your community.
- Help lower the school dropout rate.
- Build a future workforce that can compete in the global marketplace.
- Raise health and social awareness in students, parents and school personnel.
- Increase adult literacy.
- Have a voice in decisions in your community.
- Create a drug-free school environment.
- Provide for the health and needs of students in the environment.
- Help schools and students meet health and social challenges.
- Prepare students for success in school and life.
- Feel good about yourself for being a positive influence in your community.
- Know that you are on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- Know that you will make a difference.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can the HEALTH AND SOCIAL-SERVICE COMMUNITY Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Offer to serve on your local school-improvement team.
- Offer solutions for health/social problems facing students.
- Create personnel policies that enable parents to visit their children's schools and participate in school activities.
- Lend your expertise to assist school personnel in recognizing and managing such health/social issues as AIDS, teen parenting, substance abuse, suicide, sexually transmitted diseases, child abuse.
- Be an advocate for student civil rights.
- Be available as a resource person for students, teachers and administrators.
- Spread the word. Carry positive about the good things happening at your school back into the community.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your co-workers to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will the LAW-ENFORCEMENT COMMUNITY Benefit From School Improvement and Educational Accountability?

- Better-educated citizens will have improved work skills.
- Since 80 percent of prisoners are high-school dropouts, reducing the dropout rate can be expected to reduce crime.
- Students will have a better sense of self-determination and will strive to improve their lives.
- Education and the accompanying increased earnings potential can be expected to help decrease substance abuse.
- Improved education can be expected to help reduce racial and ethnic tensions within communities.
- Candidates for law-enforcement employment will be better prepared for training and the workforce.
- You will be on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- You will make a difference.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can the LAW-ENFORCEMENT COMMUNITY Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Offer to serve on your local school-improvement team.
- Create personnel policies that enable parents to visit their children's schools and participate in school activities.
- Work in the schools -- as a school resource officer or as a volunteer tutor or mentor.
- Establish yourself as someone that troubled students can turn to.
- Volunteer yourself for career shadowing programs and invite students to visit your workplace.
- Be available as a resource person for parents, students, teachers and administrators.
- Spread the word. Carry positive messages about the good things happening at your school back into the community.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your employees to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will CITY AND COUNTY GOVERNMENT LEADERS Benefit From School Improvement and Educational Accountability?

- Better-educated citizens will have improved work skills.
- Since 80 percent of prisoners are high-school dropouts, reducing the dropout rate can be expected to reduce crime.
- Students will have a better sense of self-determination and will strive to improve their lives.
- Education and the accompanying increased earnings potential can be expected to help decrease substance abuse.
- Improved education can be expected to help reduce racial and ethnic tensions within communities.
- Better educated citizens will be more inclined to vote.
- Better educated citizens will be contributing members of the community.
- Better informed citizens will be able to effect change in the community.
- You will be on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- You will make a difference.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can CITY AND COUNTY GOVERNMENT LEADERS Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Offer to serve on your local school-improvement team.
- Be responsive to educators and students when they call for help.
- Develop a relationship with teachers, administrators, and school-board members.
- Visit your local schools.
- Collaborate with schools to link city/county health and social services with schools to serve the needs of students and their families. Develop partnerships with schools to overcome health and social barriers to education.
- Collaborate with schools to use school facilities for community services and activities.
- Encourage participation by all city/county employees in local schools.
- Work in the schools as a volunteer tutor or mentor.
- Offer release time for employees to serve as mentors and tutors in the schools.
- Adopt a local school and help with its special needs.
- Develop scholarships to help students with education beyond high school.
- Volunteer yourself for career shadowing programs and invite students and teachers to visit city hall, the county courthouse or other local government facilities.
- Be available as a resource person for parents, students, teachers and administrators.
- Develop recognition and reward programs for teachers.
- Spread the word. Carry positive messages about the good things happening at your school back into the community.
- Communicate community and workplace expectations of high-school graduates.
- Provide internship opportunities for students.
- Become involved in your local school district's speaker's bureau.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your employees to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will COMMUNITY LEADERS Benefit From School Improvement and Educational Accountability?

- Better-educated citizens will have improved work skills.
- Since 80 percent of prisoners are high-school dropouts, reducing the dropout rate can be expected to reduce crime.
- Students will have a better sense of self-determination and will strive to improve their lives.
- Education and the accompanying increased earnings potential can be expected to help decrease substance abuse.
- Improved education can be expected to help reduce racial and ethnic tensions within communities.
- Better educated citizens will be contributing members of the community.
- Better informed citizens will be able to effect change in the community.
- You will be on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- You will make a difference.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can COMMUNITY LEADERS Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved, tell others about the goals, and work together with other stakeholders to achieve the goals.
- Offer to serve on your local school-improvement team.
- Develop partnerships with schools to overcome health and social barriers to education.
- Collaborate with schools to use school facilities for community services and activities.
- Encourage participation by all community organization members in their children's schools.
- Work in the schools as a volunteer tutor or mentor.
- Adopt a local school and help with its special needs. Raise money and donate equipment to the school.
- Develop scholarships to help students with education beyond high school.
- Establish yourself as someone that troubled students can turn to.
- Volunteer yourself for career shadowing programs and invite students to visit your workplace.
- Be available as a resource person for parents, students, teachers and administrators.
- Develop recognition and reward programs for teachers.
- Spread the word. Carry positive messages about the good things happening at your school back into the community.
- Become involved in your local school district's speaker's bureau.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your employees to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.
- Call DOE's School-Improvement Hotline at 904/487-8783 for information on school-improvement initiatives.
- Serve on DOE's School Improvement Assistance teams.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

How will DEPARTMENT OF EDUCATION STAFF MEMBERS Benefit From School Improvement and Educational Accountability?

- You will be on the cutting edge of a nationwide movement of school improvement that is aimed at ensuring success for all students, affecting their quality of life and that of generations to come.
- You will notice a positive difference in your work environment. School improvement activities will require an increase in communication between divisions and offices to ensure a unified effort. This increased interaction will contribute to better cooperation and understanding within the department.
- You will have the opportunity to participate in a variety of training activities that will not only support the school-improvement effort, but will serve as professional development for the individual employee.
- You may be given the job flexibility needed to demonstrate and develop talents and skills that have been previously untapped. You might ask to sit on a committee, produce written materials, or serve as a district facilitator to further the cause of school improvement.
- You will make a difference. The change in your role as a DOE employee, no matter how slight, will have a powerful effect on our schools, and ultimately, on society.

The Bottom Line: Improving Student Performance

CREATING SCHOOLS FOR FLORIDA'S FUTURE

What Can DEPARTMENT OF EDUCATION STAFF Do to Help Bring About School Improvement and Educational Accountability?

- Hold high expectations for yourself and for the performance of Florida's students.
- Know and understand state and national education goals.
- Believe state and national goals can be achieved.
- Work together with other stakeholders to achieve the goals.
- Tell others about the goals.
- Become a member of DOE's School Improvement Assistance Teams.
- Discuss your role in school improvement with your supervisor. Make sure you understand what is expected of you, and let him/her know of any school improvement activities you would like to participate in.
- Don't be afraid to tell your supervisor if you think you need to add, delete or revise a task so it better supports school-improvement plans.
- Attend training sessions. The more you know about school improvement, and your role in it, the better. Encourage your co-workers to take advantage of training opportunities as well.
- Learn everything you can about school improvement. This will enable you to provide accurate, clear and concise information on school improvement to others, and will help you to understand your role better.
- Communicate your involvement and activities with others. This flow of information will be vital to the success of school improvement.

CREATING SCHOOLS FOR FLORIDA'S FUTURE

School Improvement and Educational Accountability Commitment Form

Now that you've learned about school improvement, how it will benefit you and how you might become involved, we hope you will commit yourself in writing. Please complete this form and turn it in to the facilitator of your local forum.

Name _____

Address _____

City, Zip _____

home phone _____ work phone _____

Please check all that apply.

☐ I need more information about school improvement.

☐ Don't count me out! I am not able to assist with school improvement at this time but may be able to help later. Keep me posted.

☐ I am interested in continuing to be involved in school improvement.

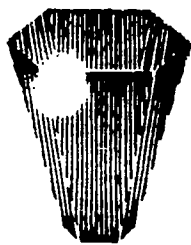
I am most interested in working with:

- ☐ Preschool
- ☐ Kindergarten through grade three
- ☐ Grade four through grade six
- ☐ Middle School
- ☐ High School
- ☐ Vocational Education
- ☐ Adult and Community Education

Ways I would be interested in helping:

- ☐ Participating on School Advisory Council.
- ☐ Serve on school improvement team/task force.
- ☐ Tutoring or mentoring students.
- ☐ Volunteering in the classroom.
- ☐ Serving on Speaker's Bureau to spread the word about School Improvement.
- ☐ Hosting students at my workplace for field trips.
- ☐ Contributing funds through local education foundation.
- ☐ Contributing equipment.
- ☐ Serving as an advocate; writing letters, making calls to policymakers.
- ☐ Providing training for teachers at my company.
- ☐ Other

The Bottom Line: Improving Student Performance



State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer